DOCUMENT RESUME

ED 288 677 RC 016 485

AUTHOR	Barabe, Rosemeri; And Others
TITLE	PATHWAYS: An Adult Basic Skills Reading Workbook, Level II.
INSTITUTION	Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE	87
GRANT	G008420037; G008610079
NOTE	145p.; For related documents, see ED 254 362 and RC 016 482-493.
AVAILABLE FROM	Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 814, Phoenix, AZ 85004 ($4.75 plus shipping and handling).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; Adult Reading Programs; American Indian Culture; *American Indian Education; American Indian Literature; *Reading Comprehension; Reading Instruction; *Reading Skills; Relevance (Education); *Study Skills; Supplementary Reading Materials; Tribes; *Vocabulary Skills; Word Study Skills; Workbooks; Writing Instruction; Writing Skills
IDENTIFIERS	Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

ABSTRACT

This workbook for adults learning basic reading, provides culturally relevant instruction and practice organized under the broad headings of word analysis, vocabulary, comprehension, and study skills. Each unit contains a post-test and several lessons devoted to specific skills. Lessons include instructions and examples for the student and practice exercises in a variety of formats--crossword puzzle, fill-in-the-blank, etc. Reading material and exercises draw on the culture of Southwest Indian tribes and include myths, legends, religious beliefs and ceremonies, poetry, history, styles of clothing, dance, music, or art. Specific skills in the word analysis section are consonant blends and digraphs, vowel digraphs and dipthongs, root words and word endings, prefixes and suffixes, contractions, and alphabetizing to three letters. Vocabulary skills include sight words, compound words, context clues, and synonyms and antonyms. The comprehension unit covers following directions, sequencing in narration, identifying the main idea, recognizing supporting details, drawing conclusions, and identifying cause and effect. Use of the dictionary and reference skills are reviewed in the study skills section. (JHZ)

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PATHWAYS

An Adult Basic Education Reading Skills Workbook

Level II

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PATHWAYS

AN ADULT BASIC SKILLS READING WORKBOOK

LEVEL II

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This book was made possible through
Grant #G008610079 and #G008420037
awarded By the U.S. Office of Education
under the Indian Education Act, Title IV, Part C

PREFACE TO THE STUDENT

This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.

ACKNOWLEDGEMENTS

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Sincere appreciation is extended to the following staff who contributed to the development of this book: Joy Hanley for overall direction; Katherine W. Arviso and Doreen Duncan, for editing and coordinating the final printing of the book; Robi Salazar for technical assistance; Violet McIntosh and Elizabeth Cruz for typing final version; Vina Montour for typing first draft and Ken Duncan for his artistic ability in providing the art illustrations. Special thanks go to all those who had a part in getting this book published.

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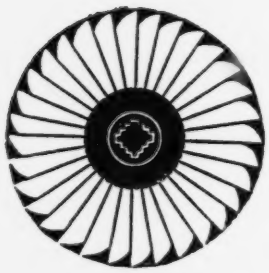
UNIT I



I. WORD ANALYSIS

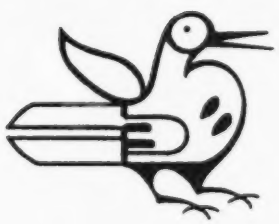
A. *Consonant blends and digraphs*

You may recall that very often you will find words which begin with two or more consonant letters that blend together to make one sound. Look at the word **blue.** When you say the word **blue,** the /b/ and /l/ together make one sound. Now say the word **splash.** This time we have three consonants, /s/, /p/, and /l/, which are blended together. **Blue** and **splash** both begin with **consonant blends.**

Here are some more examples of consonant blends: scrape, spring, string, threw, twin, blew, and swing.

Say these words out loud so you can hear the beginning consonant blends.

bl	tw	sw	sm	sn	sc
black	twin	swim	small	snow	scout
blanket	twelve	sweet	smile	snake	scare
blaze	twig	sweep	smart	snap	score



I.A. Consonant blends and digraphs

Use these blends in the spaces below to make a whole word: **bl, tw, sw, sm, sn** or **sc.** There can be more than one right answer for some words.

1. __ __ ow
2. __ __ ist
3. __ __ eeze
4. __ __ eep
5. __ __ ock
6. __ __ art
7. __ __ old
8. __ __ ell
9. __ __ ame
10. __ __ ice
11. __ __ ooth
12. __ __ oom

The next set of words have three sounds that blend together at the beginning of a word. Say these words out loud so you can hear the blends.

scr	str	spr	spl	thr	squ
screen	street	sprang	splint	three	squash
scrap	strand	spray	splash	thread	square
scream	struck	sprain	split	throw	squirt

I.A. Consonant blends and digraphs

Use these words in the spaces below to complete the sentences.

spring	strawberries	throat	squirrel
squint	threatened	spruce	scratch
screech	squash	sprang	split

1. He _____ the wood with one swing of the axe.
2. The _____ gathered the acorns from under the oak tree.
3. The porcupine did not feel _____ by the bear cubs.
4. I woke up with a sore _____ this morning.
5. She had to _____ her eyes in the bright sunlight.
6. Don't _____ your hand on that rail.
7. You can find wild _____ in the forest.
8. The blue _____ is my favorite tree.
9. We will stop at the _____ for a cool drink of water.
10. We heard an owl _____ in the woods.

I.A. Consonant blends and digraphs

11. After the _____ was harvested, it was dried and then stored for winter.

12. The doe _____ from the bushes as the hunter came near.

The letter **q** does not have a sound of its own. It is always followed by the letter **u.** Together the **qu** has the sound of **kw** as in the word **quick.**

Other words with **qu** are: quart, quit, quarter, quail, and quack.

The letters **nk, ng,** and **ck** are often found at the ends of words like bank, song, and truck.

Say these words out loud so you can hear the ending sound.

nk	ng	ck
skunk	sing	pack
drank	strong	trick
tank	wing	buck
sink	hung	crack

I.A. Consonant blends and digraphs

Now fill in the missing letters to make a word that fits the sentence.
Use **qu, nk, ng,** or **ck.**

1. The squash hu__ __ on the pole to dry.

2. Did you pa__ __ your bag for the trip?

3. The __ __ail ran under a bush to hide.

4. We could smell the sku__ __ even though we couldn't see it.

5. Coyote would play a tri__ __ any chance he could.

6. Buy a __ __art of milk when you go to the store.

7. The bird's wi__ __ seemed to be broken.

8. I like to dri__ __ hot coffee in the morning.

I. WORD ANALYSIS

B. *Vowel digraphs and diphthongs*

In the alphabet the letters we call **vowels** are **a, e, i, o,** and **u.** A vowel can have a short sound as in the word **land.** Or, a vowel can have a long sound, as in **smoke.** But, if two vowels are together in a word, they may have a much different sound. Let's take a look at some vowel combinations and the sounds they make.

The vowels **oo** can make two different sounds. One is the short **oo** (o͝o) sound you hear in the word **book.** The other is the long **oo** (o͞o) sound you hear in the word **moon.** Say the words **book** and **moon** out loud. You can hear how they are different.

Here are some more words with the long and short **oo** sounds. Say them out loud so you can hear the difference.

short o͝o (book)	long o͞o (moon)
foot	pool
stood	smooth
hoof	groom
wool	loom
hook	choose
brook	tooth

I.B. Vowel digraphs and diphthongs

Use these words in the sentences below.

boots	shoot	stood	wool
pool	hoof	loom	smooth

1. The rug is made of _____ from my grandmother's sheep.

2. Grandmother spent many hours sitting at the _____ to make the rug.

3. A stone, stuck in his _____, caused the horse to limp.

4. Moss was growing in the standing _____ of water.

5. His _____ were dirty from walking in the mud.

6. My uncle taught me to _____ straight.

7. He _____ on the rim of the canyon and watched the horses grazing below.

8. The silver was polished until it was _____ and shiny.

I.B. Vowel digraphs and diphthongs

The vowels **ui** together can make two different sounds. It can have the long **u** (ū) sound as in the word **fruit.** It can also have a short **i** (ĭ) sound as in the word **build.**

Here are more words with the two sounds of **ui.**

ui (ū)	ui (ĭ)
fruit	build
suit	biscuits
juice	guitar
fluid	guilty
bruise	rebuilt
juicy	quick

In each sentence below, underline the word with the vowels **ui.** Then, on the line at the end of the sentence, show what sound **ui** has by writing **ū** if it has a long **ū** sound or **ĭ** if it has a short **ĭ** sound. The first one is done for you.

1. There was a large bruise on her arm. ___ū___
2. The juicy peach tasted sweet. _____
3. My friend Bill plays the guitar. _____
4. Do you want biscuits with your meal? _____
5. We had to rebuild the house after the storm. _____
6. What kind of fruit do you like best? _____

I.B. Vowel digraphs and diphthongs

7. The sheepskin was warmer than the quilt. _____

8. Do you really want to buy that suit? _____

9. Melvin likes orange juice with his breakfast. _____

10. The quick rabbit escaped the coyote. _____

11. Joe felt guilty about not asking Henry to go hunting. _____

12. A hogan is always built facing east. _____

There are several vowel combinations that have the long **a** (ā) sound. They are the vowels **ea** as in **break, ey** as in **vein.**

Here are some words with **ea, ey,** and **ei.** Say them out loud so you can hear the **ā** sound.

ea	ey	ei
break	obey	vein
great	they	weigh
steak	prey	weight
daybreak	survey	freight

I.B. Vowel digraphs and diphthongs

Choose the right vowel combination, **ea, ey,** or **ei** to complete the words in the sentences below.

1. They broke camp at daybr___k.
2. The Dutchman found a v___n of gold in the Superstition Mountains.
3. The venison st___ks were cooking over the fire.
4. Children are taught to ob___ their elders.
5. How much do you think that buck w___ghs?
6. The eagle is a bird of pr___.
7. A gr___t wall of stone loomed up in front of us.
8. The cattle were loaded on the fr___ght car.

The letters **aw** together make the vowel sound of short **o** (ŏ), like you hear in the word **saw.** The **w** is silent.

Other words with **aw** are:

claw	shawl	dawn
jaw	crawl	lawn
straw	hawk	drawn

I.B. Vowel digraphs and diphthongs

Put a line under the **aw** word in each sentence.

1. I got up early to see the first rays of dawn.
2. Sara carried a red shawl to the dance.
3. The eagle carried the rabbit in its claws.
4. A red tail hawk circled high above the mesa.

The vowels **oi** and **oy** make the same sound. It is the sound you hear in the words **boy** and **oil.**

Here are more **oi** and **oy** words.

noise	toy
boil	Roy
spoil	joy
soil	destroy
moist	enjoy
join	employ

I.B. Vowel digraphs and diphthongs

Write the correct vowel combination in the space below to make a word that fits the sentence.

1. R_____ (oy, ou) does not like to eat tr_____ (oy, ou) t.

2. The n_____ (ow, oi) se made the dog h_____ (oy, ow) l.

3. Pete wanted to j_____ (oy, oi) n the tribal c_____ (ou, ow) ncil.

4. The squash will grow larger if the gr_____ (oy, ou) nd is kept m_____ (oi, oy) st.

5. I enj_____ (ou, oy) the clean m_____ (ou, oy) ntain air.

6. Henry saw a br_____ (ou, ow) n dog destr_____ (oi, oy) the garden.

7. Can you c_____ (ou, ow) nt the number of people empl_____ (oy, ou) ed at Black Mesa?

8. The rain sh_____ (ou, ow) ers brought j_____ (oi, oy) to the desert people.

I. WORD ANALYSIS

C. *Root words and word endings*

A **root** word is the meaning part of a word. New words can be made with root words by adding endings to root words. You can add the word endings **-s, -ed,** and **-ing** to a root word like **hunt** to make new words, **hunts, hunted,** and **hunting.** These endings can be added to many root words you already know.

Add the endings **-s, -ed,** and **-ing** to the root words in the list. The first one has been done for you.

ROOT	+s	+ed	+ing
1. pick	picks	picked	picking
2. cook			
3. clean			
4. help			
5. learn			
6. chew			
7. track			
8. pull			

I.C. Root words and word endings

Remember that the word you add an ending to is called the **root word.** Write the root word for each of these words.

1. washed _____
2. picked _____
3. burns _____
4. cooking _____
5. helps _____
6. opening _____
7. chewed _____
8. hunted _____

To add the **-ing** and **-ed** to root words ending in silent **e** (é), you must drop the **e.** Then you add the ending. For example:

smoke + ed = smoked
smoke + ing = smoking

When you add the **-s** ending to a root word ending in silent **e** (é), you don't have to drop the **e.** So you have

smoke + s = smokes

I.C. Root words and word endings

Make new words by adding the endings to the root words. Remember to drop the **e** when you add **-ed** or **-ing.**

	ROOT	+s	+ed	+ing
1.	hike	_____	_____	_____
2.	trade	_____	_____	_____
3.	dance	_____	_____	_____
4.	raise	_____	_____	_____
5.	invite	_____	_____	_____
6.	live	_____	_____	_____
7.	rake	_____	_____	_____
8.	blame	_____	_____	_____

Sometimes a word ends in a consonant that comes after a short vowel, like the word **rip.** When this happens, double the consonant before you add an ending that starts with a vowel, like **-ed** or **-ing.** Don't double the consonant to add **-s.** This is what it looks like.

rip + s = rips
rip + ed = ripped
rip + ing = ripping

I.C. Root words and word endings

Make new words by adding the endings to the root words. Remember to double the final consonant when you add **ed** or **ing.**

	ROOT	+s	+ed	+ing
1.	fit	_____	_____	_____
2.	clip	_____	_____	_____
3.	slip	_____	_____	_____
4.	snap	_____	_____	_____
5.	step	_____	_____	_____
6.	chop	_____	_____	_____
7.	grip	_____	_____	_____
8.	flap	_____	_____	_____

Sometimes a word ends in **y** that comes after a consonant like cry. You just change the **y** to **i** and then add **es** or **ed.** You do not change the **y** when you add the **ing** ending.

Look at this example:

cry + es = cries
cry + ed = cried
BUT cry + ing = crying

I.C. Root words and word endings

Now, you make the new words by adding the endings to the root words. Change the **y** only when adding **es** or **ed.**

	ROOT	+s	+ed	+ing
1.	hurry	_____	_____	_____
2.	try	_____	_____	_____
3.	copy	_____	_____	_____
4.	carry	_____	_____	_____

When a word ends in **y** that comes after a vowel, you don't need to change the **y.** You just add the endings like this:

employ + s = employs
employ + ed = employed
employ + ing = employing

Add the endings to the root word to make new words.

	ROOT	+s	+ed	+ing
1.	pray	_____	_____	_____
2.	delay	_____	_____	_____
3.	enjoy	_____	_____	_____
4.	obey	_____	_____	_____

I.C. Root words and word endings

There is something special about the ending -ed. Sometimes when you say this ending with a root word, it will sound like **ĕd** as in **painted.** Sometimes, it will sound like **d** as in **burned.** And, sometimes, it will sound like **t** as in **looked.** Here are some words with **ed** endings. Say them out loud, and be sure to say the **ed** sound as shown at the top of each list.

say, "ĕd"	say, "d"	say, "t"
painted	burned	looked
sanded	roared	helped
hunted	chewed	tricked
loaded	clawed	barked
herded	growled	tracked
scolded	killed	cooked
rested	joined	cracked
started	hammered	kicked

Now, read these words out loud. If the word endings sound like **"ĕd"** as in **painted,** write ed on the line. If the endings sound like **"d"** as in **burned,** write d on the line. If the endings sound like **"t"** as in **looked,** write t on the line.

1. counted _____
2. filled _____
3. licked _____
4. visited _____
5. packed _____

I.C. Root words and word endings

6. boiled _____

7. hooked _____

8. painted _____

Read this story about the early Pueblo Indians. The underlined words are made up of root words and word endings. Write the root words on the lines below the story. Remember the special spelling rules you have learned.

It is not known how the early Pueblo Indians sheared (1.) and cleaned (2.) wool. They must have chopped (3.) it off the sheep using (4.) sharp pieces of metal they got from the Spaniards. It is not known how they carded (5.) the wool. Carding (6.) means (7.) pulling the curly wool fibers so they all go in one direction. Some people think they combed (8.) them out with thistles. The Pueblos say they have always used (9.) the white man's cards. These are flat pieces of wood with a handle on one side. The other side is studded (10.) with steel points like a wire brush. The worker holds (11.) one card in one hand. Then he puts (12.) some wool fibers between the cards and moves (13.) the cards across one another, drawing (14.) out the

I.C. Root words and word endings

fibers. The fibers end up going (15.) in one direction. This was easy because the sheep's wool was loosely curled (16.). Hand carding (17.) was enough. The wool had so little grease that it could be handled (18.) for weaving (19.) without washing (20.).

Pueblo Crafts
Ruth Underhill

1. _____ 11. _____

2. _____ 12. _____

3. _____ 13. _____

4. _____ 14. _____

5. _____ 15. _____

6. _____ 16. _____

7. _____ 17. _____

8. _____ 18. _____

9. _____ 19. _____

10. _____ 20. _____

I. WORD ANALYSIS

D. *Prefixes and suffixes*

A **prefix** is a word part that is added to the front of a root word. A prefix has a meaning of its own. Adding a prefix to a root word will change the meaning of the word.

You can add the prefix **dis,** which means **not,** to a word like **agree** to make the word **disagree.** This word means "to not agree".

Here are some common prefixes and their meanings.

dis means **not**

dishonest means not honest
dislike means to not like

un means **not**

unhappy means not happy
unused means not used

im means **not** or **on**

improper means not proper

imprint means to print on

pre means **ahead of** or **before**

preview means to see ahead

predate means to date before

mis means **wrong** or **bad**

misspell means to spell wrongly
mistreat means to treat badly

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I.D. *Prefixes and suffixes*

Here are more words with prefixes.

dis	un	im	pre	mis
dishonest	undone	impact	prefer	mistake
dislike	undress	impair	predict	mistreat
disobey	unhappy	improve	prepare	mislead
discharge	unkind	improper	pretend	misplace
distract	unload	impose	prevent	misspell
disturb	untie	impress	predate	miscount
disease	unused	imperfect	prescribe	misprint

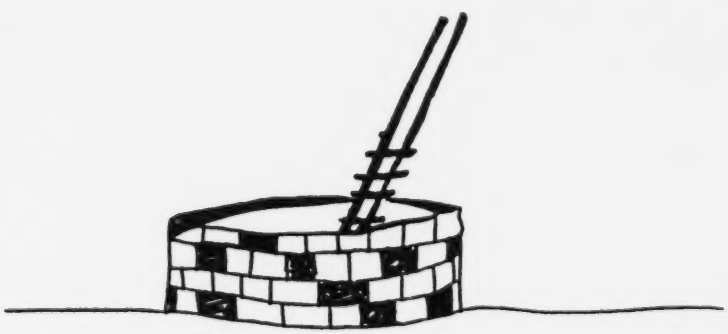
Circle the prefix in each word.

1. mistake
2. unlikely
3. disturb
4. uncover
5. discharge
6. misfire
7. improve
8. dislike
9. unskilled
10. predict
11. misspelled
12. unload
13. prepare
14. impure
15. imprisoned
16. misdeal
17. uncut
18. discover
19. unsettled
20. dismiss

I.D. Prefixes and suffixes

Add a prefix to the root word in each sentence below. Use these prefixes: **mis, un, dis, im, pre.** Some prefixes will be used more than once.

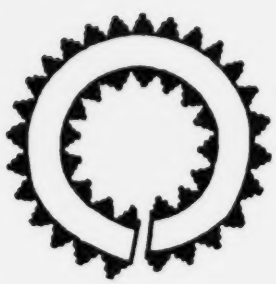
1. Don't drink the water from that well. It is _____ pure.
2. His name was often _____ spelled because it was so long.
3. My uncle was afraid that the old rifle would _____ fire.
4. A person who tells a lie is _____ honest.
5. Some medicine men can _____ dict the future.
6. The old pueblos were often made of _____ even stones.
7. We were surprised to _____ cover old pieces of pottery in the ruin.
8. Some areas of the Navajo reservation are _____ settled.



I.D. Prefixes and suffixes

Write the letter of the meaning in list **B** on the line next to the word it matches in list **A.**

A		**B**
1. distrust	_____	a. not having any skills
2. disagree	_____	b. doubt or not trust
3. improve	_____	c. to keep something from happening
4. prevent	_____	d. a printing mistake
5. unskilled	_____	e. not fair
6. misprint	_____	f. to get ready
7. prepare	_____	g. to argue about something
8. unjust	_____	h. to make better



I.D. Prefixes and suffixes

A **suffix** is a word part that you add to the end of a root word to make a new word. A suffix changes the meaning of the root word. Most suffixes have meanings of their own. Sometimes, knowing these meanings can help you understand new words. Knowing how to pronounce suffixes will help you read new words.

Some common suffixes and their meanings are:

-ment [mĕnt] — means result or action

ship + ment = shipment (When you ship something, it is a shipment.)

govern + ment = government (**govern** means to rule the people. A government is what rules the people.)

pay + ment = payment (When you pay a bill, it is a payment.)

-able [ăbl] — able, likely

wash + able = washable (This means something that can be washed.)

break + able = breakable (This means something that can be broken.)

-ible [ĭbl] — able, likely, fit

sense + ible = sensible (This means likely to have sense or make sense.)

defense + ible = defensible (This means able to be defended.)

edible = (This means something that is fit to be eaten.)

I.D. Prefixes and suffixes

-tion [shŭn] — action or condition

educate + tion = education (This means the condition of being educated.)

apply + tion = application (This means the action of applying.)

-ive [ĭv] — belonging, or tending to

relate + ive = relative (This means belonging to the same family.)

create + ive = creative (This means tending to create.)

Read these sentences. Choose the best meaning for the word that has a line under it. Circle the letter in front of the meaning.

1. Many Indian people still live on a reservation.
   a. something you make
   b. land set aside by the government for a tribe
   c. a holiday

2. Choke cherries are edible.
   a. can be eaten
   b. very funny
   c. expensive

I.D. Prefixes and suffixes

3. You have to be very careful when you handle pottery because it is breakable.

   a. clean
   b. to laugh at
   c. can be broken

4. My aunt Barbara is my favorite relative.

   a. belonging to the same family
   b. unhappy person
   c. a runaway

5. The council chairman is the head of the tribal government.

   a. a group of people who rule the tribe
   b. place to live
   c. part of a car

6. When you go for a job interview, you usually fill out an application.

   a. something to eat
   b. a written statement about yourself
   c. number of people

I.D. Prefixes and suffixes

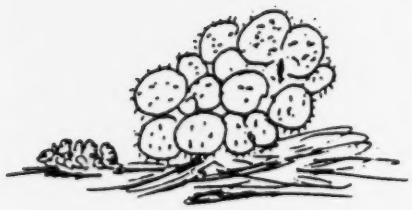
Sometimes adding suffixes changes the spelling of a word. Here is one of the rules about adding suffixes:

> When a word ends in a silent **e** (**é**), drop the **e** before you add **-able, -ible,** or **-ive.**

size + able = sizable

Now, you add the suffixes to the root words. Remember to drop the silent **e.**

1. create + ive = _____
2. love + able = _____
3. sense + ible = _____
4. relate + ive = _____
5. use + able = _____
6. defense + ible = _____



I.D. Prefixes and suffixes

Put a line under the **prefix** or **suffix** in each of the following words.

1. sensible
2. education
3. misdeal
4. until
5. lovable
6. disagree
7. management
8. disease
9. prevent
10. impose
11. native
12. equipment
13. argument
14. breakable
15. nation
16. imprison
17. disturb
18. creative
19. pretend
20. unknown
21. visible
22. unload
23. collection
24. misplace

I. WORD ANALYSIS

E. Review contractions with not

A contraction is a short way of writing two words. The two words are written as one word, but one or more letters are left out. An apostrophe (') is put in the place of the missing letter(s).

One of the most common words used to make a contraction is the word **not.** To write the words **is not** as a contraction, the **o** in **not** is dropped and the apostrophe put in its place. The words are then written together like this:

is + not = isn't

Other contractions with **not** are:

had	+	not	=	hadn't
can	+	not	=	can't
could	+	not	=	couldn't
are	+	not	=	aren't
was	+	not	=	wasn't
were	+	not	=	weren't

On the lines below, write the two words together as a contraction. Be sure to put the apostrophe where the letter **o** has been left out.

1. have + not = _____

2. do + not = _____

3. would + not = _____

I.E. Review contractions with not

4. had + not = _____

5. can + not = _____

6. should + not = _____

7. was + not = _____

8. did + not = _____

A special contraction with **not** is **will + not.** Here, the spelling changes, and the contraction is written as **won't.**

40

I.E. Review contractions with not

Change the words in parentheses to form a contraction.

1. Names (were not) _____ kept for a lifetime by the Walapai.

2. Often, children (would not) _____ be named for a long time.

3. If the way a child looked (did not) _____ suggest a name, then something that happened to him would.

4. Then, his name (would not) _____ change again until something else happened to him.

5. A person (was not) _____ ever too old to have his name changed.

6. One old woman sat by the road every day, and she (did not) ___ do anything but watch people pass by.

7. The Walapai thought she (should not) _____ keep her old name, so they changed her name to "The-old-woman-who-sits-by-the-road-that-people-may-see-her-as-they-pass."

8. A government official (could not) _____ write this long name down, so he called her "Visible" on the tribal rolls. (Visible means "can be seen.")

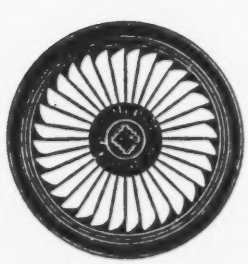
People of the Blue Water
Flora Gregs-Iliff

I WORD ANALYSIS

9. *Contractions (other than with not)*

A **contraction** is a short way of writing two words. You write the two words together as one word. But one or more letters are left out. You must use an apostrophe (') to stand in the place of the missing letters. Contractions with **not** are very common. But there are other kinds of contractions with different words. Some other contractions are made with the words **am, is, has, have, will,** and **us.** This is how they look when written as contractions.

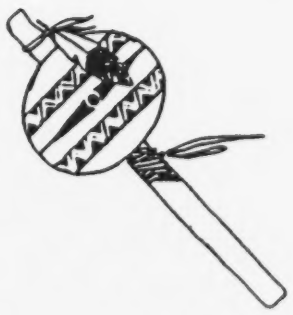
I	+	am	=	I'm (the letter a has been left out)
it	+	is	=	it's (the i has been left out)
he	+	has	=	he's (the ha has been left out)
you	+	have	=	you've (the ha has been left out)
she	+	will	=	she'll (the wi has been left out)
let	+	us	=	let's (the u has been left out)



I.F. Contractions (other than with not)

Read the words listed below. Find the two words in list **B** that stand for the contraction in list **A.** Write the words on the line beside their contraction.

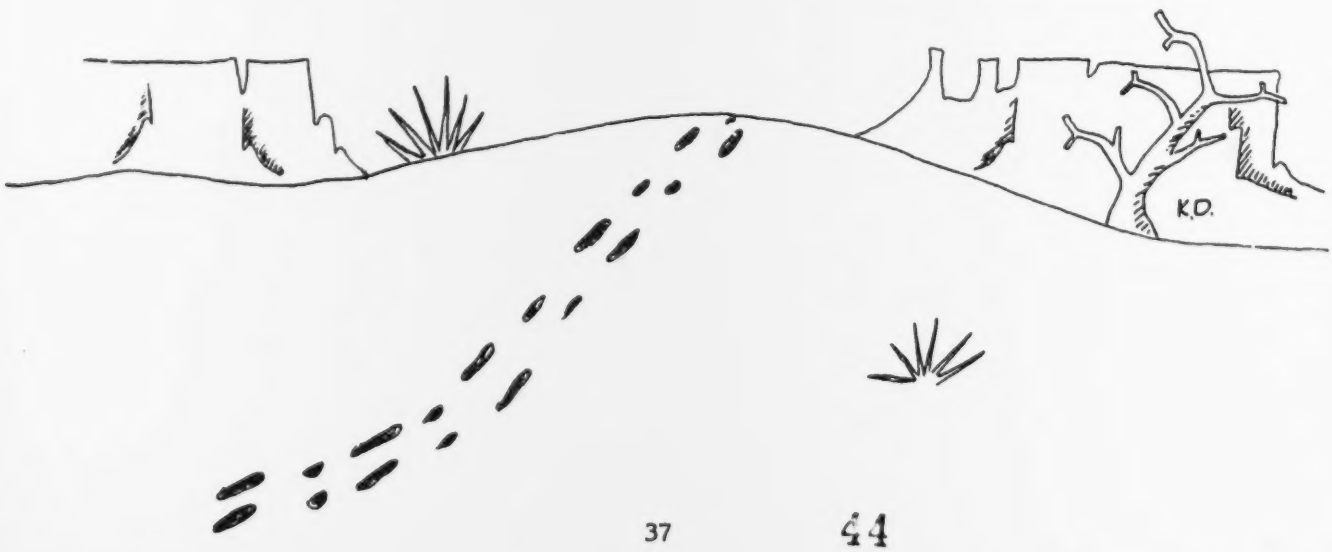
	A		B
1.	they'll	_____	who is
2.	we're	_____	you have
3.	you've	_____	we are
4.	you'll	_____	they will
5.	I've	_____	I have
6.	let's	_____	you will
7.	he's	_____	let us
8.	who's	_____	he is, he has



I.F. Contractions (other than with not)

Underline the contraction in each sentence and write the two words it stands for on the line.

1. Let's have some fry bread for dinner. _____
2. You'll have to wait for the dance to start. _____
3. Who's going to catch that runaway horse? _____
4. He's been hunting rabbits on this mesa for years. _____
5. If Darrell comes to the dance, he'll be the best dancer there. _____
6. Do you think it'll rain? _____
7. We've been hoping for rain for two weeks. _____
8. This is the horse I've been wanting to sell. _____



I.F. Contractions (other than with not)

Write a contraction in the blank spaces in this story about Coyote and Rabbit. Use the two words under the blanks to make the contractions.

COYOTE AND RABBIT

One day Rabbit was eating when Coyote came up. "_____ very hungry,"
(I am)

said Coyote, "_____ going to eat you."
(I am)

"No," said Rabbit, "wait here and _____ bring you a really good meal
(I will)

of chicken. _____ cooking it over there." Rabbit ran off, and Coyote waited
(They are)

happily, singing about the fine meal to come. He waited a long time. At last, he became angry and followed the tracks of Rabbit.

He found Rabbit standing by a cliff wall holding his front paws against it. "_____ going on?" asked Coyote.
(What is)

"_____ holding this cliff up," said Rabbit. At that moment a little
(I am)

rock fell, and he held it harder than ever. "Here," he said to Coyote, "you hold it up while I go and get the food I told you about. _____ almost ready."
(It is)

Coyote put his paws against the cliff, pushing hard while Rabbit ran off. He waited for a long time. He was very tired and very hungry. Suddenly he let go of the cliff and ran away as fast as he could. Nothing happened. He followed the tracks of Rabbit.

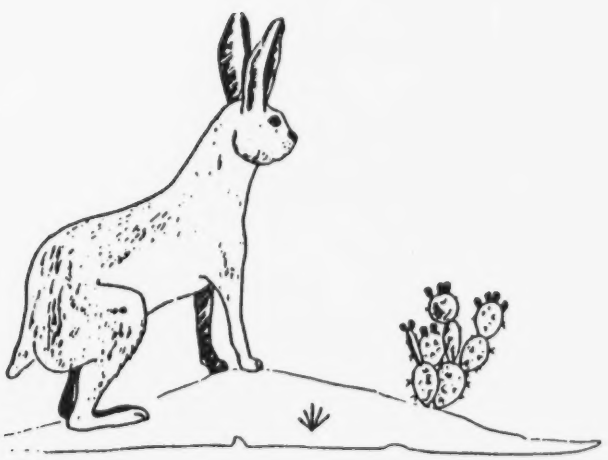
I.F. Contractions (other than with not)

"Now _____ **really** going to eat you!"
(I am)

"Just sit down," said Rabbit, "_____ going to bring that food right
(they are)
here. _____ be here soon." So Coyote sat down, looking hungrily at
(They will)
Rabbit. Rabbit jumped up, saying, "_____ hurry them up. You wait here
(I will)
just a minute." He ran off and Coyote waited.

Rabbit set fire all around the edges of the bushes. Then he ran back to Coyote, and he shouted, "Do you hear the fire crackling? The feast is coming. _____ bringing you a wonderful meal." Rabbit ran away as fast as he
(They are)
could to avoid the fire. The fire was soon all around Coyote and he was burned up.

Yaqui Myths & Legends
Ruth W. Giddings



I.F. Contractions (other than with not)

Some groups of words that have **not** in them can be made into different contractions. If you wanted to write **he is not** you could write it two different ways, like this:

(he + is) not = he's not OR
he (is + not) = he isn't

They are not can be written like this:

(they + are) not = they're not OR
they (are + not) = they aren't

Use the word groups in front of the sentences to make contractions. Write them in the blanks. Each sentence will have two answers. The first one has been done for you.

		You're not _____	
(you are not)	1.	_____	the only one who is going to the dance.
(we are not)	2.	Lock the door since	_____
		going to be home.	_____
(it is not)	3.	Grandmother says that	_____
		going to rain.	_____
		_____	
(she is not)	4.	_____	the worst cook I know.

I. WORD ANALYSIS

G. *Alphabetizing to three letters*

The letters of the alphabet are in a certain order. We call this **alphabetical order.** To put a group of words in alphabetical order, you must list the words by the first letter of each word.

For example, let's arrange the words **horse, basket, flour,** and **clay** in alphabetical order. You will write them on the lines below.

Since **b** comes before **h, f,** and **c,** the word **basket** is listed first. Write basket on line 1. Decide which letter comes next. Since **c** comes before **h** and **f,** you write **clay** on line 2. The letter **f** comes before **h,** so you write **flour** on the third line. **Horse** is the last word. Write it on line 4.

1. _____

2. _____

3. _____

4. _____

Sometimes, all the words in a group of words begin with the same letter. Then you must put the words in order by using the second letter of each word. Look at the words **smoke, sun, shell,** and **sky.** Put in alphabetical order, they look like this: **shell, sky, smoke, sun.**

If some of the words in a group have the same first and second letter, then you must alphabetize by using the third letter of the words. Look at the example below.

ridge
rifle
rug
ruin

I.G. Alphabetizing to three letters

Since **i** comes before **u,** the words **ridge** and **rifle** come before **rug** and **ruin.** **Ridge** and **rifle** are put in order by using the third letter of each word. **D** comes before **f,** so, **ridge** comes before **rifle.** The same is true of **rug** and **ruin.** Since **g** comes before **i,** you know that **rug** comes before **ruin.**

Now, you give it a try. The underlined words in each paragraph are not in alphabetical order. Put them in order on the lines after each paragraph.

WORDS TO KNOW:

Papago [pă′ pŭ gō] — southern Arizona tribe

yucca [yŭk′ ŭ] — a desert plant

lariats [lar′ ē ĕt] — used to rope animals

The Papagos produce more baskets today then any other tribe. Coiled baskets made of devil's claw and yucca are the most popular. Other crafts include lariats, wooden bowls, and pottery.

Southwestern Indian Tribes
Tom Bahti

1. _____ 3. _____

2. _____ 4. _____

I.G. Alphabetizing to three letters

This one is a little harder.

WORDS YOU NEED TO KNOW:

moccasin [mŏk' ĕ sĭn] — soft leather shoes

Ute crafts are becoming harder to find. Beaded buckskin bags, belts and moccasins are still being made. Besides this, some coiled baskets are still made.

Southwestern Indian Tribes
Tom Bahti

5. _____ 9. _____

6. _____ 10. _____

7. _____ 11. _____

8. _____ 12. _____

50

I.G. Alphabetizing to three letters

Knowing how to alphabetize can be helpful. People's names are listed in the telephone book alphabetically. So are the names of stores, businesses, and services. People are listed by their last names. Stores, businesses, and services are listed by the first word in the name.

List these names in alphabetical order on the lines below. Reread the explanation above before you begin.

Dave's Auto Shop
Dan's Plumbing
Day Care Center
Dallas Trading Post

1. _____
2. _____
3. _____
4. _____

UNIT I POST-TEST: WORD ANALYSIS

Fill in the missing letters to make a word that fits the sentence.
Use **nk, sm, qu, bl, sc, sp, scr,** or **ck.**

1. The _____ick fox ran after the mouse.
2. We have a _____ art sheep dog.
3. The mountain lion _____ ang at the young deer.
4. He dra _____ the strong coffee every morning.
5. She made a _____ ack dress for the dance.

Use these words in the sentences below.

stood	break	pool	build
fruit	claws	soil	obey

6. The black _____ was good for crops.
7. Children should _____ their parents.
8. We _____ around the fire.
9. He drank from the _____ of water.
10. The hawk held a mouse in its _____.
11. The fresh _____ tasted good.
12. We will _____ a new hogan this spring.
13. Don't _____ the new dishes.

Add the endings **s, ed,** and **ing** to the root word to make new words.

	Root	+s	+ed	+ing
14.	dance	_____	_____	_____
15.	chop	_____	_____	_____
16.	try	_____	_____	_____
17.	pray	_____	_____	_____
18.	help	_____	_____	_____

Put a line under the prefix or suffix in each of the following words.

19.	mistreat	22.	dislike	25.	unload
20.	creative	23.	washable	26.	improve
21.	prefer	24.	shipment	27.	payment

Write these words as contractions.

28. was not _____
29. were not _____
30. I am _____
31. you have _____
32. she will _____
33. it is _____

Write these words in alphabetical order.

price, prance, predict, provide

34. _____
35. _____
36. _____
37. _____

UNIT II

II. VOCABULARY

A. *Sight word vocabulary*

There are many words that you should know that may not follow any rules you have learned. These are words your teacher will help you with until you know them.

Read the following list of words and put an **X** by any word you don't know. Write each word you don't know on a card or slip of paper which your teacher will give you. Write only one word on each card. Ask your teacher to tell you what that word is. Remember, you should read these words over and over until you know them.

ANCESTORS	DIET	IMPORTANT	ORGANIZE	RUINS
APPOINTMENT	DWELLING	INFORMATION	PATIENT	SACRED
CAFETERIA	ELEVATOR	INHABIT	PEDESTRIAN	SUPERIOR
CAUTION	EMERGENCY	INSPECTION	PHYSICAL	TABOO
CEREMONY	EMPLOYEE	INSTRUCTION	POISONOUS	TOBACCO
CEREMONIAL	ENEMY	JUNCTION	PRESIDENT	VEGETABLE
CHANTER	FETISH	MAIZE	PROHIBIT	VEHICLES
COUSIN	FIESTA	MECHANIC	RESERVATION	VISIBLE
CULTURE	FLAMMABLE	NATIONAL	RESTAURANT	WEATHER
DESERT	FRAGILE	OCCUPIED	RITUAL	WHETHER

II.A. Sight word vocabulary

Use these words in the sentence below.

maize	dwelling	ruins	enemy
weather	fragile	tobacco	culture

1. The hogan is the type of _____ the Navajos live in.
2. The Hohokam were an ancient desert _____ that lived in central Arizona.
3. The old pottery is very _____ and should be handled carefully.
4. The Pima grew food crops of _____ and beans in the arid desert.
5. Smoking _____ in a pipe is a part of many ceremonies.
6. The _____ of the old pueblo were half buried in the sand.
7. The dry _____ was causing the crops to die.
8. The young men prepared to fight their _____.

II.A. Sight word vocabulary

Write a short sentence using the word on the left.

1. ancestors _____

   _____

2. desert _____

   _____

3. reservation _____

   _____

4. cousin _____

   _____

Circle the word that best fits the sentence.

1. A flashing yellow light means (caution, cousin).

2. A (patient, chanter) was called to perform the ceremony.

3. You must follow the (inspection, instructions) on the label carefully.

4. Rattlesnakes are (poisonous, pedestrian) and should be avoided.

5. When you reach the (instruction, junction) in the road, turn left.

6. Many snakes and lizards (prohibit, inhabit) the deserts of the Southwest.

7. My father performs the same (ruins, ritual) every morning before he eats.

8. There wasn't a (vehicle, mechanic) in the pueblo who could fix the car.

On the lines below, write the word that fits each meaning.

employee	visible	pedestrian	fiesta
sacred	diet	ancestors	President

1. The foods you eat make up your _____.

2. A big feast or party is a _____.

3. Someone who works for someone else is an _____.

4. Something very holy is _____.

5. The leader of the United States is called the _____.

II.A. Sight word vocabulary

6. Something that can be seen is _____.

7. A person who walks from place to place is a _____.

8. People of your tribe who lived a long time ago are called your _____.

II. VOCABULARY

B. Compound words

A **compound word** is made by putting two words together. Each word in a compound word has a meaning of its own. Each word can stand on its own. A compound word is a new word made by putting two words together. Look at these examples:

sand + stone = sandstone
horse + hair = horsehair

Separate the two words in each compound word below. Write the two words on the lines.

1. smokehouse _____ _____
2. treetop _____ _____
3. sunshine _____ _____
4. earthworm _____ _____
5. firefly _____ _____
6. sunflower _____ _____
7. chairman _____ _____
8. footprint _____ _____

II.B. Compound words

9. tablespoon _____ _____

10. blackbird _____ _____

11. butterfly _____ _____

12. wildlife _____ _____

Put a line under the compound words in each sentence. Be sure that the words you underline are made up of two words that can stand on their own.

1. We heard the mockingbird singing on the hillside.

2. The sandpainting was made by my grandfather.

3. The runaway was afraid to talk to the policeman.

4. The headdress was made with beadwork.

The word **under** is used to make many compound words. The word under has several meanings. It can mean "in a lower place," "less amount," or "lower than the surface." Here are some examples:

under + age = underage (less than the age needed)

under + arm = underarm (the place below the top of your arm)

under + line = underline (a line placed below a word)

II.B. Compound words

The words below use **under** to make new, compound words. Write these words together to make compound words with **under.**

1. under + charge = _____

2. under + water = _____

3. under + brush = _____

4. under + shirt = _____

Now use the compound words you have just made to complete each sentence.

5. Small trees and bushes that grow below the taller trees are called _____.

6. A short-sleeve shirt worn below another shirt is called _____.

7. To charge less than the right amount of money is called an _____.

8. Below the surface of the water is called _____.

II.B. Compound words

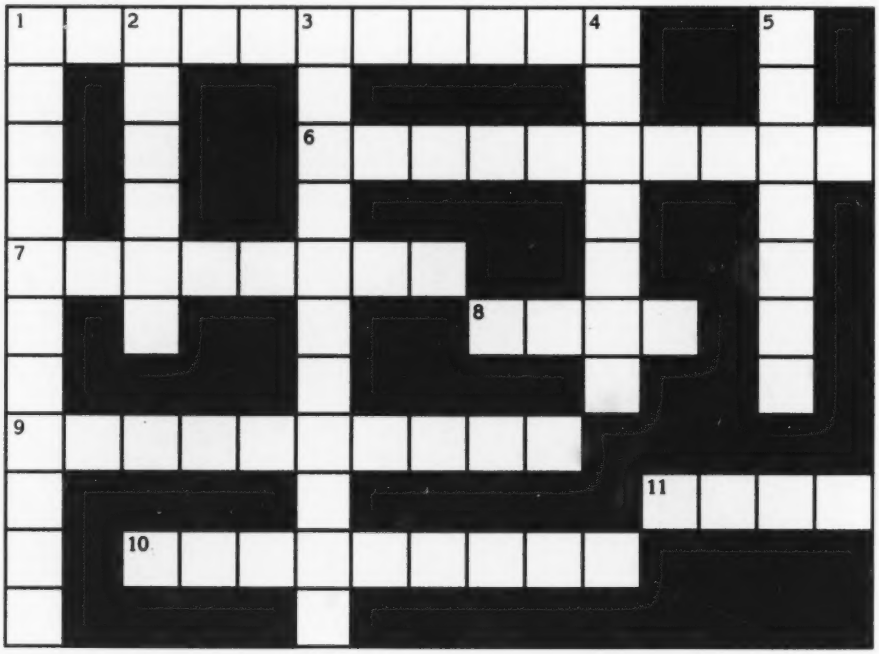
Match each word in list **A** with a word in list **B** to make a compound word. The first one has been done for you.

	A	B	C
1.	*thunder	wood	thunderbolt
2.	sweat	bottom	_____
3.	drift	hang	_____
4.	road	*bolt	_____
5.	water	smith	_____
6.	river	runner	_____
7.	over	house	_____
8.	silver	melon	_____

II.B. Compound words

Use these words to fill in the crossword puzzle.

bedroom	anyone	mockingbird	grandmother
upon	paintbrush	cornfields	rainbow
grasshopper	into	sunshine	starlight



ACROSS

1. your mother's mother
6. places where corn is planted
7. light from the sun
8. another word for **on**
9. what you use to paint with
10. light that comes from stars
11. another word for **inside**

DOWN

1. a bug that has long legs for jumping
2. any person
3. a bird that can sound like other birds
4. What you see in the sky after it rains
5. a room in your house where you sleep

II. VOCABULARY

C. *Context clues*

Very often, as you read, you will come to words that are new to you. You may not know what they mean. What should you do? Should you look up all these new words in a dictionary? You could, and sometimes you should. But let's look at another way of figuring out the meanings of new words that may save you some time while you're reading.

One way to figure out a new word is to look at the words that are around it. This is called the **context.** Sometimes, the meaning of the word will be told in the same sentence or one nearby. This sentence is a good example:

> The most important weapon of the Basket Makers was the **atlatl,** the throwing stick.

You may not know what the word **atlatl** (pronounced at′ latl) means. But, if you guessed that it is a throwing stick used as a **weapon,** you are correct. The other words in the sentence tell you what atlatl means.

Some sentences may not tell you the exact meaning of a word. You can guess its meaning by using the other words as clues. You can also try using a different word that you already know. See if it fits the meaning in the sentence. Read the sentence below and see if you can figure out the meaning for the word **exist.**

> The Paiutes [pī′ ūts] could **exist** in a land where a whiteman would quickly starve to death.

From the way it is used in the sentence, can you guess the meaning of the word **exist**? In a land where others would die quickly, the Paiutes would not. If the Paiutes do not die, they must live. The Paiutes could exist or **live** or

survive in this land. If you replace the word **exist** with the word **live,** you do not change the meaning of the sentence. So, you can correctly guess that **exist** must mean **to live or to survive.**

Now, choose the correct meaning for the underlined word.

A manta, the basic black dress of the Pueblo women, is often worn today with a shawl and a lace apron.

1. a. a cotton apron
   b. a sea animal
   c. a basic black dress
   d. a Pueblo woman

The Hopi village of Oraibi [o ri′ be] is the oldest, still inhabited town in the United States. People have lived in Oraibi since the 12th century. Oraibi is as old as Moscow.

2. a. important
   b. ruined
   c. empty
   d. lived in

II.C. Context clues

The Havasupai [ha vu su′ pi] are the most isolated tribe in the U.S. Their reservation is in Havasu Canyon. It can be reached only on foot, by horseback, or by helicopter.

3. a. richest, most productive
   b. by itself, separate from others
   c. largest
   d. farming

Elections for the Navajo Tribal Council are held every four years. Men and women over the age of 18 are eligible to vote, if they are registered.

4. a. able
   b. unable
   c. too old
   d. too young

If you enjoy learning new words, you can keep a notebook in which to write new words and what they mean. This way, you can improve your vocabulary. You will also understand more of what you are reading.

II.C. Context clues

Read these passages and answer the questions that follow.

Each Tewa-speaking pueblo is divided into two moieties, or groups. These are called the Winter People and the Summer People. Each moiety has its own kiva or secret, ceremonial room. Each moiety rules the pueblo for half the year.

Southwestern Indian Tribes
Tom Bahti

1. In this passage the word moieties means
   a. kinds of towns
   b. groups of people
   c. moist
   d. types of houses

2. What is the meaning of the word kiva?
   a. a group leader
   b. a sacred god
   c. a certain ceremony
   d. a room used for ceremonies

II.C. Context clues

Tiny springs at the mesa edge are fed by drainage from Black Mesa. These have sustained the Hopis for many hundreds of years. The Hopis are very skilled at dry farming. They have been able to grow corn, squash, beans, and cotton in this arid country.

Southwestern Indian Tribes
Tom Bahti

3. The word arid in this passage means

   a. raining
   b. very dry
   c. a deodorant
   d. windy

4. What does sustained mean in this passage?

   a. made living possible
   b. caused trouble
   c. made hunting possible
   d. made a stain

II.C. Context clues

The Colorado River Tribes were mainly agriculturists. They raised corn, beans, and pumpkin on the flood plains of the river. Wild desert plants, small game, and fish were part of their diet.

Southwestern Indian Tribes
Tom Bahti

5. From the way it is used in the passage the word agriculturists means

   a. hunters
   b. gatherers
   c. farmers
   d. nomads

6. What does the word diet mean in this passage?

   a. to lose weight
   b. the foods they ate
   c. to get sick and die
   d. a kind of fish

Chemehuevi basket

II.C. Context Clues

The name "Pima" [pē mŭ] comes from a native phrase which means "I don't know." It was given as the answer to all questions asked by the first Spanish explorers. They assumed the Indians were telling them their tribal name.

Southwestern Indian Tribes
Tom Bahti

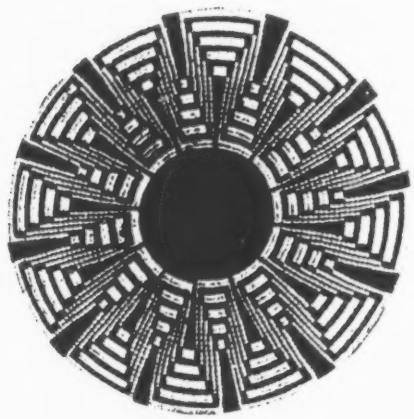
7. The word phrase means

   a. a kind of animal
   b. a story
   c. a tribe of Indians
   d. a group of words

8. In this passage, assumed means

   a. thought
   b. knew
   c. questioned
   d. answered

Pima basket



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II. VOCABULARY

D. Synonyms and antonyms

There are many words in English that mean the same thing or almost the same thing. When you say **small,** you know that it means the same as **little.** The two words, **small** and **little,** are called synonyms. Synonyms are what we call words that have the same meaning. There are many other words like this, for example:

ceremony and rite	angry and mad
daylight and sunlight	gift and present
guard and protect	scared and afraid

Find a synonym in the list below for each word in parenthesis. Write the synonym in the blank space. Remember, synonyms are words that have similar meanings.

rites	sunrise	buck	holy
maize	path	trip	woods

1. The men hunted the (stag) _____ in the (forest) _____.

2. A kiva is a (sacred) _____ place where (ceremonies) _____ take place.

3. Right after (dawn) _____, the women grind (corn) _____ to make bread.

4. The boys started their (journey) _____ by taking the (trail) _____ down the mesa.

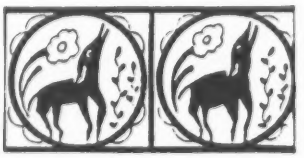
II.D. Synonyms and antonyms

Now, find the word in list **B** that means the same, or almost the same, as a word in list **A.** Put the letter from list **B** on the line in front of the word in list **A.**

	A	**B**
_____ 1.	chant	a. creek
_____ 2.	stream	b. dirt
_____ 3.	swift	c. sing
_____ 4.	soil	d. fast

There are also many words in English that mean the opposite of each other. **Small** is the opposite of **big.** These words are called **antonyms.** Anti means not; an antonym means — not the same. Some more examples are:

hot is the opposite of **cold**
wet is the opposite of **dry**
sweet is the opposite of **sour**
black is the opposite of **white**
day is the opposite of **night**
mountain is the opposite of **valley**



II.D. Synonyms and antonyms

Choose from the group of words listed and fill in the blank lines with the word that means opposite of the numbered word.

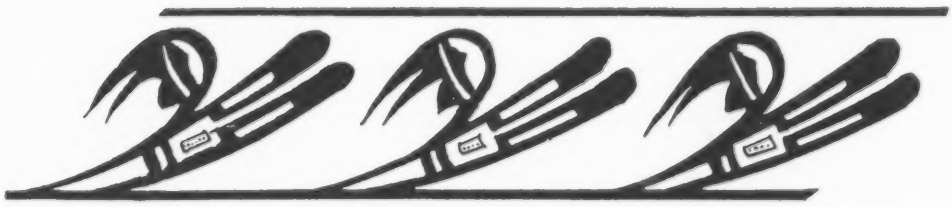
old	fast	expensive
defend	brave	weak
wise	real	friend
slowly	dull	awake

1. slow _____
2. attack _____
3. cheap _____
4. strong _____
5. asleep _____
6. young _____
7. foolish _____
8. fake _____
9. enemy _____
10. cowardly _____
11. sharp _____
12. swiftly _____

II.D. Synonyms and antonyms

Draw a circle around the antonym of the first word in each row.

1.	WINTER	spring	summer	fall
2.	QUICK	happy	slow	fast
3.	ADULT	child	enemy	stupid
4.	EMPTY	sleepy	full	silent
5.	CLEAN	hurry	find	dirty
6.	SMOOTH	rough	friendly	fail
7.	SHARP	safe	dull	sour
8.	CROOKED	good	swift	straight



II.D. Synonyms and antonyms

Write an **S** on the line between each pair of words if the words are synonyms. Write an **A** if the words are antonyms. Remember that synonyms means the same thing. Antonyms means opposite. The first one has been done for you.

1. drowsy S sleepy
2. cheap _____ expensive
3. plume _____ feather
4. succeed _____ fail
5. courage _____ bravery
6. mistakes _____ errors
7. wise _____ foolish
8. often _____ frequently
9. begin _____ stop
10. discover _____ find
11. hire _____ fire
12. frown _____ smile
13. breeze _____ wind
14. few _____ many
15. last _____ first
16. swift _____ slow

UNIT II POST-TEST: VOCABULARY

Write the two words that make up each of the compound words below.

1. rainbow _____ _____
2. earthworm _____ _____
3. sunshine _____ _____
4. chairman _____ _____
5. footprint _____ _____
6. underline _____ _____

Read the following passages and give the meaning for the underlined words using context clues.

The young man owned a short bow and several dozen arrows. When he went hunting, he carried his arrows in a leather quiver.

7. In this passage, a quiver is a
   a. a bad cold
   b. a leather pouch
   c. an arm band

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Most Pueblo kivas have a small round hole in the floor called a sipapu. The Pueblos believe that their spirits came to this world from the center of the earth through a hole called a Sipapu.

8. In this passage, the word Sipapu means

   a. a ceremonial room
   b. to take a drink
   c. a hole from the center of the earth.

Circle the word in each row that is a synonym for the first word in the row.

9.	CORN	bread	maize	heat
10.	TRAIL	path	foot	mesa
11.	RITE	wrong	left	ceremony
12.	SCARED	afraid	mad	large
13.	SWIFT	stream	fast	shift

Circle the first word in each row that is an antonym for the first word in the row.

14.	DAY	night	light	sun
15.	WHITE	red	bold	black
16.	OLD	new	aged	man
17.	FRIEND	ship	enemy	aunt
18.	SOUR	fruit	safe	sweet

Unit III

III. COMPREHENSION

A. *Following directions*

Most products come with printed directions. When you buy something, there will be directions for its use. Even a can of soup has a label that tells you how to prepare it. To learn how to follow directions, you must notice every detail. You must understand and remember each detail. Here are three hints that will help you follow directions:

1. Know why the directions are given. You need to understand the reason for the directions. The label on the soup can is to help you prepare the soup.
2. Try to picture in your mind each step of the directions. See yourself doing each step of the directions.
3. Be sure you understand the order of the steps. Some words that will help you decide the order of the steps are **first, next, after that,** and **finally.**

Here is a story about the Navajo sweathouse. Directions for building a sweathouse are given in the story. Try to see yourself building the sweathouse. Follow each step of the directions as they are given.

WORDS YOU NEED TO KNOW:

Navajo [năv′ ŭ hō] — a Southwestern Indian tribe

sweathouse [swĕt′ house] — a small house used to take a sweatbath

hogan [hō′ gŏn] — a round house made of logs and covered with earth

III.A. Following directions

THE NAVAJO SWEATHOUSE

The Navajo sweathouse is an important building. The Navajos believe the first sweathouse was built at the place where the Navajos came up from the lower worlds. It was built by First Man, First Woman, First Boy and First Girl. Since that time, the Navajos have used the sweathouse for many reasons.

Sweathouses are easy to build. They must be built in one day or less. The sweathouse should be built with the door facing the east. All hogans are built this way.

Begin by gathering some large poles. You will also need cedar bark, sagebrush, rocks, and firewood. With the firewood, start a fire to heat the rocks. Then, dig a small round pit, about five feet across and one foot deep. Place the poles evenly around the outside edge of the circle. Bend the poles in toward the center of the pit. Then, tie the tops of the poles together. Next, put the cedar bark and sagebrush between the poles to fill in the spaces. Be sure to leave an opening for the door. Then, cover the building with dirt from the pit. Spread cedar bark on the floor of the sweathouse.

III.A. Following directions

By the time the sweathouse is complete, the rocks will be very hot. Bring them inside the sweathouse. Then, hang a few blankets over the doorway to keep in the heat. Now, the sweathouse is ready to use.

Grandfather Stories of the Navajos
Broderick H. Johnson

Answer these questions about the sweathouse.

1. How long does it take to build a sweathouse? _____

_____

2. Which direction should the door face? _____

_____

3. What do you do with the firewood and rocks? _____

_____

4. How deep should you dig the pit? _____

_____

5. What shape is the pit that you dig? _____

_____

III.A. Following directions

Now, choose the correct answer from the choices.

6. Where do you put the poles?
   a. In the center of the pit
   b. Around the outside edge of the pit
   c. In the burning firewood

7. What do you do after you bend the poles in toward the center?
   a. Tie them together
   b. Gather some firewood
   c. Dig a small pit

8. Where do you put the sagebrush?
   a. In the doorway
   b. In the pit
   c. Between the poles

9. Where are the two places that you use the cedar bark?
   a. In the pit and in the fire
   b. Between the poles and the floor of the sweathouse
   c. On top of the dirt and in between the poles

10. What is the last thing you put on the sweathouse?
    a. Dirt to cover the sagebrush and cedar bark
    b. Firewood
    c. The large poles

11. What are the rocks for?
    a. To sit on inside the sweathouse
    b. To make it hot inside the sweathouse
    c. To cover the roof

III.A. Following directions

12. Why do you cover the doorway with blankets?

    a. To keep in the heat
    b. To make it dark inside
    c. So no one can see inside

If you want to take a sweatbath the way some Navajos do, this is how to do it. First, enter the sweathouse. Pull the blankets over the doorway. Next, sit near the heated rocks. Sing the songs and say the special prayers that are part of the sweathouse ceremony. Stay inside the sweathouse for 20 to 40 minutes. Then, go outside to cool off. After cooling off, go back into the sweathouse. Stay for another 20 to 40 minutes. This is repeated for a total of four visits. Then rub sand over yourself. This dries the sweat. The last thing you do is wash. You can wash in a stream or lake, or with water brought to the sweathouse for this purpose.

Grandfather Stories of the Navajos
Broderick H. Johnson

1. What is the last thing you do?

    a. Go outside to cool off
    b. Stay inside for 20 minutes
    c. Wash yourself

III.A. Following directions

2. How many times do you go into the sweathouse?

   a. Four
   b. One
   c. Two

3. What do you do after you cool off the first time?

   a. Go home
   b. Wash yourself
   c. Go back inside the sweathouse

4. When do you rub sand on yourself?

   a. After the last cooling off
   b. Before you go back into the sweathouse
   c. Before you go home

Here is a recipe for Roasted Chiles. Read carefully so that you can answer the questions at the end of the recipe.

ROASTED CHILES

For this recipe, you will need some long green chile peppers. Roast the chiles in a heavy skillet over medium heat. Turn them until the skins are very brown on all sides. (Chiles can also be roasted over an open flame.) Next, put the chiles into a plastic bag or roll them in a damp cloth. Let them steam for about 15 minutes. Then, scrape the skins off of the chiles. They are now

ready to serve. These chiles can be rolled up in a tortilla and eaten. They can also be cut up and eaten like a vegetable with steaks and other dishes.

from AAIC staff

1. What do the chiles look like after you've cooked them in the skillet?

   _____

2. How long should you steam the chiles in the plastic bag or damp cloth?

   _____

3. What is another way to cook the chiles?

   _____

4. What do you scrape off of the chiles before you eat them?

   _____

III. COMPREHENSION

B. Sequencing in narration

In a book or magazine, you read stories about the way things happen. Often, the writer describes events in a certain order. This order is called a **sequence** of events. The writer may tell you about a week in his life. He will start by stating what happened on Monday. Then he will tell about Tuesday. Next, he will describe Wednesday, and so on. The last events of the week will be last in the story, too.

Knowing the sequence of events in a story will help you understand what you read. It will help mostly when you read directions, recipes, or "how-to" books. You must read very carefully. Then you will understand events in the right order.

Words like **first, next, later, then, after that,** and **finally** will help you decide how events take place in a story.

Thousands of years ago Indians were living in the area we call the Southwest. We don't know what these people called themselves. We call them the "Basketmakers" because we have found signs that they made baskets. They also made their own string for weaving. This story tells you how they made string. Read carefully so that you will understand the order of events.

III.B. Sequencing in narration

WORDS YOU NEED TO KNOW:

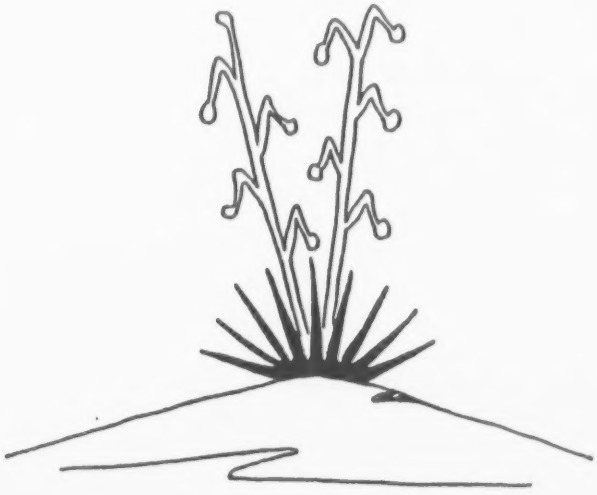
thigh [thī] — the part of your leg between your knee and your hip

palm [pŏlm] — the inside of your hand; between your fingers and your wrist

HOW THE BASKETMAKERS MADE STRING

The Basketmakers made string from many plant fibers. Yucca fiber was the one used most often. First, they wet the leaves, stems, or bark. Then they pounded them between two stones until they could pull out the fibers. A man would then put two of these fibers against his bare right thigh and roll them up and down with the palm of his hand. This twisted the fibers together. For coarse string, he only twisted them a few times. If he needed finer string, he twisted them more and made the twist tighter. Sometimes, he took two strings that had already been twisted and rolled them together to make a very strong string.

Pueblo Crafts
Ruth Underhill



III.B. Sequencing in narration

1. What is the first thing the Basketmaker did to make string?
   a. Roll the string against his thigh
   b. Wet the leaves, stem, or bark
   c. Pound the leaves, stem, or bark

2. What did the man do after he pulled out the fibers?
   a. Rolled two pieces of the fiber together
   b. Pounded the leaves, stem, or bark
   c. Wet the leaves, stem, or bark

3. What did the man do if he needed finer string?
   a. Kept twisting to make it tighter
   b. Put water on it
   c. Pounded the string between rocks

4. What happened when the man rolled the fibers against his thigh?
   a. The fibers came apart
   b. The fibers wrapped around his leg
   c. The fibers twisted together to make string

III.B. Sequencing in narration

Here is a story about a ball game. Read carefully to be sure you understand the order of events.

WORDS YOU NEED TO KNOW:

shinny [shin′ e] — a ball game played by Native Americans

ancestor [an′ ses ter] — in this story, the game that came first, and then later changed into the one we know today

opponents [o po′ nents] — the person or team you are playing against

SHINNY

There is a ball game that was played by many Native American tribes in North America. It is called shinny. It is the ancestor of both field hockey and ice hockey. Here is how the Hopis of the Southwest played this game.

First, a playing field was chosen. Then, the goal areas were built with stones at each end of the field. A ball was buried in the center of the field. One player from each team would try to uncover the ball with his playing stick. This stick was about four feet long and had a smaller bend in it at one end. The players would hit the sandy ground with their sticks until the ball came loose. When the ball came out, the game was open to all the

players. They tried to drive the ball into their opponents' goal. After each score, the ball was buried again. The first team to make seven goals won the game. The Hopis often played this game all day long.

Hopi Tales
Ekkehart Malotki

Sports & Games the Indians Gave Us
Alex Whitney

1. What is the first thing the Hopis did?
   a. Hit the ball with their sticks
   b. Chose a playing field
   c. Buried the ball

2. When was the rest of the team allowed to play?
   a. As soon as the goals were built
   b. As soon as the ball was buried
   c. After the ball came loose from the sand

3. What happened after the ball was buried?
   a. Two players tried to uncover the ball from the sand
   b. The goals were built at each end of the field
   c. The game was over

4. What happened after each score?
   a. The game was over
   b. The ball was buried again
   c. The ball was freed from the sand

III.B. Sequencing in narration

Here is a story about how the Tiwas made their arrows. This is a long story that has many steps in it. Be sure you read carefully so that you can tell which steps happen first, second, and so on.

WORDS YOU NEED TO KNOW:

Tiwa [tē′ wŭ] — a Pueblo Indian Tribe

pinon [pĭn′ yŏn] — a type of pine tree found in the Southwest

sinew [sĭn′ yōo] — a strong cord made from animal muscle

HOW THE TIWAS MADE ARROWS

The Tiwa made arrows out of different kinds of wood. They looked for stems that were about 20 inches long and fairly straight. The arrow maker scraped the bark off. Then, to make the sticks very straight, this is what he did. He put the sticks over a fire and let them steam until they became soft. After that, he pushed them through a hole in a piece of horn. This was done over and over until they became round and straight. Then, he rubbed them with a sandstone until they were very smooth. Next, he cut a long groove in the arrow and painted it with a mark that showed the arrow belonged to him.

III.B. Sequencing in narration

To make the point for the arrow, he first made an arrowhead out of stone. Then, he split the end of the arrow and pushed the arrowhead into it. After that, he put some melted pinon gum on it. Next, he wrapped wet sinew around the place where the arrowhead was attached. When the sinew dried, it would shrink and be very tight. The arrow maker used hawk feathers for the other end of the arrow. He used three pieces of feather and attached them with wet sinew, too. The last thing he did was to cut a notch at the end of the arrow to make it fit on the bowstring.

Pueblo Crafts
Ruth Underhill

Here are the events of the first part of the story. They are not in the right order. There is a 1 on the line in front of the first step of the story. Put the numbers 2, 3, 4, 5, and 6, on the lines to show the order of events.

1. ____ Then, he rubbed them with sandstone to make them smooth.

2. ____ He put the sticks over a fire and let them steam until they became soft.

3. 1 They looked for stems which are about 20 inches long and fairly straight.

4. ____ After that, he pushed them through a hole in a piece of horn.

5. ____ The arrow maker scraped off the bark.

6. ____ Next, he cut a long groove in the arrow and painted it with a mark that showed the arrow belonged to him.

III.B. Narration in sequencing

Now put these sentences in order to show how the events in the rest of the story happen. Use numbers 1, 2, 3, 4, 5, and 6 to show the order.

7. ____ After that, he put some pinon gum on it.

8. ____ He first made an arrowhead out of stone.

9. ____ He wrapped wet sinew around the place where the arrowhead was attached.

10. ____ The last thing he did was to cut a notch at the end of the arrow to make it fit on the bowstring.

11. ____ He used three pieces of feather and attached them with wet sinew, too.

12. ____ Then, he split the end of the arrow and pushed the arrowhead into it.

III. COMPREHENSION

C. *Identifying the main idea*

To find the main idea of a paragraph, ask yourself these questions. First, **who** or **what** is the paragraph about? Next, what does the writer want you to know about **who** or **what**?

Often, one sentence in the paragraph tells you the main idea. The other sentences tell you more about the main idea. The main idea is usually the first sentence of a paragraph.

Paragraphs can be put together to make a story. The title is often a short way of telling what the story is about. Use the title to help you find the main idea.

Read each story and answer the questions that follow. As you read, ask yourself what the story is about to find the main idea.

WORDS YOU NEED TO KNOW:

medicines [měd′ ĭ sĭns] — something used to heal a wound or sickness

puberty [pū′ ber tē] — age at which a child becomes an adult

performed [per fōrmed′] — to carry out an action

ability [ŭ bĭl′ ĭ tē] — able to perform

quantity [kwan′ tĭ tē] — amount

sacred [sā′ crĕd] — very holy

III.C. Identifying the main idea

A. Most Navajo people have grinding stones in their homes. The stones have existed for a long time. Some say the twins, Monster Slayer and Born for the Water, were the first to make them for the people.

B. The stones most often are used for grinding corn. Seeds, medicines, and other things are also ground in them. The corn is usually made into different kinds of bread and mush. Some of the corn is used in Navajo Ceremonies. The white corn is the male corn. Yellow corn is the female corn.

C. One of the most important times for using the grinding stone is during the Puberty Ceremony for a Navajo girl. The girl for whom the ceremony is performed must show her ability to grind corn. However, other women at the ceremony help the girl grind because a large quantity of corn is needed. The corn is used to make a large cake. The young girl gives the cake to those who help with the ceremony.

D. Many sacred songs are connected with the grinding stone. The women usually sing these songs while they grind. The grinding is hard work. But, the singing makes it seem easier, and the work goes faster.

Grandfather Stories of the Navajos
Broderick Johnson

III.C. Identifying the main idea

1. What is this story about?

   a. Navajo corn
   b. Sacred songs
   c. Grinding Stones
   d. Puberty Ceremony

2. What is the main idea of paragraph **B**?

   a. Using corn to make mush
   b. The white corn is the male corn.
   c. The stones are used most for grinding corn, seeds, and medicines.
   d. Using corn in Navajo ceremonies

3. What is the main idea of paragraph **C**?

   a. A young girl must grind corn.
   b. The importance of the grinding stone in the Puberty ceremony
   c. How to make a large corn cake
   d. How the women help a girl during the Puberty ceremony

4. Name three things that can be ground in the grinding stones.

   a. _____

   b. _____

   c. _____

5. What is the main idea of paragraph **D**?

   a. The women sing sacred songs while they grind.
   b. Grinding corn is easy work.
   c. Women like to sing songs all day.
   d. The women can grind corn and sing at the same time.

III.C. Identifying the main idea

6. In paragraph D, why are sacred songs sung while grinding corn?

_____

_____

7. What is the main purpose for telling this story?

   a. To tell about the many uses for grinding stones
   b. To tell about different ceremonies
   c. To show how Navajo women work
   d. To explain the different kinds of corn

8. Write a good title for this story.

_____

WORDS YOU NEED TO KNOW:

Yaquis [yŏ′ kē] — southern Arizona tribe

creatures [krē′ cher] — living beings

islands [ī′ lănds] — land surrounded by water

Bobok [bō bōk′] — the Toad

A. Now, there is fire in all rocks and in all sticks. But long ago there wasn't any fire in the world. All of the Yaquis and the animals and the creatures of the sea gathered in a great council. They wanted to understand why there was no fire.

III.C. Identifying the main idea

B. They knew that somewhere there must be fire. Perhaps there was fire in the sea, on some island, or on the other side of the sea. For this reason, Bobok, the Toad, offered to go get this fire. The Crow offered to help him. The Roadrunner and the Dog said they would also help. These three went along to help. But Bobok, the Toad, alone, knew how to enter the water of the sea and not die.

C. The God of Fire would not let anyone take his fire away. This is why he still sends thunderbolts and lightning at anyone who carries light or fire. He tries to kill them.

D. But, Bobok entered the house of the God of Fire. He stole the fire. He held it in his mouth, traveling through the waters. Lightning and thunder made a great noise and many flashes. But, Bobok went on. He was safe beneath the waters. Then there formed on the flooding water, little whirlpools full of driftwood.

E. Suddenly, many toads were to be seen swimming in the waters. They were all singing and carrying little bits of fire. Bobok had met his sons and had given some fire to each one. They carried the fire to the land. The Crow, the Roadrunner, and the Dog were waiting there. Bobok then gave his fire to those who could not enter the water.

III.C. Identifying the main idea

F. The God of Fire saw this and threw lightning at the Crow and the Roadrunner and the Dog. But, many toads kept on coming; bringing fire to the world. These animals gave light to all the things in the world. They put it into sticks and rocks. Now, men can make fire with a drill because the sticks have fire in them.

Yaqui Myths and Legends
Ruth W. Giddings

1. What is the main purpose for telling this story?
   a. To explain how Toad swims
   b. To tell about the God of Fire
   c. To tell how fire came to be in the rocks and sticks
   d. To explain how thunder and lightning came to the world

2. In paragraph **B,** why did Bobok offer to get the fire?
   a. Because he could swim and would not die in the water
   b. Because he was bored
   c. Because no one else wanted to go
   d. Because he was asked to go

3. What is the main idea of paragraph **C**?
   a. The God of Fire has thunderbolts and lightning.
   b. Anyone who carries light is welcome.
   c. The God of Fire likes to kill people.
   d. The God of Fire does not permit anyone to take his fire.

III.C. Identifying the main idea

4. Name three animals that helped Bobok.

   a. _____

   b. _____

   c. _____

5. What is the main idea of paragraph **E**?

   a. Many toads were swimming.
   b. Bobok's sons helped carry the fire to land.
   c. The Crow, the Roadrunner, and the Dog were waiting for the fire.
   d. Bobok couldn't carry the fire by himself.

6. Why did Bobok give the fire to all his sons?

   a. So they would all be warm
   b. He was afraid to come out of the water.
   c. So they would take the light to all things in the world.
   d. He didn't want anyone else to have the fire.

7. According to paragraph **F**, why can men make fire with a drill?

   _____

   _____

8. What is a good title for this story?

   a. The God of Fire
   b. The Long Swim
   c. Thunder and Lightning
   d. The First Fire

III. COMPREHENSION

D. Recognizing supporting details

Every paragraph has a main idea. In a paragraph you will also find facts. Facts are important bits of information that relate to the main idea. These facts are called **supporting details.** They give you more information about the main idea.

Details often answer the questions **who, what, when, where,** and **why.** It is important to read a paragraph carefully when looking for supporting details.

Look for details as you read this paragraph. Remember, details give you more information about the main idea.

A useful plant is the yucca [yŭk′ ŭ]. In ancient times, Indians in the Southwest depended most on the yucca. The knee-high, long, thin leaves were used for weaving sandals and baskets. When split, they supplied fibers for many purposes. The spines were used as needles. The fruit was eaten. The roots supplied soap (which is still used by the Hopis and Navajos).

The First Americans
C.W. Ceram

The passage describes the yucca plant. This plant was useful to the Indians in the Southwest. The passage then tells you many details. These details show how or why the yucca was useful.

III.D. Recognizing supporting details

Answer these questions about the details in this passage.

1. Name two things that were made from the long, narrow leaves of the yucca.

   a. _____

   b. _____

2. What part of the plant can be eaten?

   _____

3. What were the spines used for?

   _____

4. What part of the plant supplies soap?

   _____

Now, read the next two paragraphs. Then answer the questions. Remember, you are looking for details.

WORDS YOU NEED TO KNOW:

Pueblo Bonito [pwĕb′ lō bō nē′ tō] — Spanish, meaning "the beautiful town"

communities [kŭ mū′ nĭ tēs] — groups of people living in the same place

Anasazi [ŏ nŏ so′ zē] — the "old ones"; prehistoric tribes of the southwest

kivas [kē′ vŭs] — secret ceremonial rooms

III.D. Recognizing supporting details

PUEBLO BONITO

Pueblo Bonito was the largest of the apartment house communities of the Southwest. It was built by the Anasazi. They built it between 900 and 1100 A.D. It was located in the Chaco River Valley. It was one large structure with 800 rooms. About 1,200 people lived there. Shaped like a "D", it stood 4 to 5 stories high and had over 30 kivas. It was probably abandoned in the 12th century.

The First Americans
C.W. Ceram

1. Who built Pueblo Bonito?

   _____

2. Where was Pueblo Bonito built?

   _____

3. About how many people lived there?

   _____

4. How many kivas were there?

   _____

5. When was Pueblo Bonito built?

   _____

6. When was it abandoned?

   _____

III.D. Recognizing supporting details

WORDS YOU NEED TO KNOW:

Geronimo [jer ŏ′ nĭ mō] — leader of a small band of Chiricahua

Chiricahua Apache [chaĭr i kow ŭ ŭ pă chē] — a Southwest Indian Tribe

prisoner [prĭz′ ner] — a person under arrest

status [stă′ tŭs or stā′ tŭs] — classification

military [mĭl′ ĭ tār ē] — having to do with armies

Geronimo and his small band of Chiricahua Apaches were captured in 1886. This ended the Apache wars. All of the Chiricahuas were sent to Florida. They were prisoners of war. This included all the men, women, and children who had stayed peacefully on the reservation. Also sent were the Apache scouts who had helped the U.S. Army capture Geronimo.

It was not until 1914 that the Chiricahuas were finally freed from their prisoner-of-war status and allowed to return home. They had spent 28 years in military prisons in Florida, Alabama, and Oklahoma.

Southwestern Indian Tribes
Tom Bahti

III.D. Recognizing supporting details

7. Who helped the U.S. Army capture Geronimo?

_____

8. In what year was Geronimo captured? _____

9. How many years did the Chiricahuas spend in military prisons?

_____

10. In what year were the Chiricahuas allowed to return home? ___

11. Name three states where the military prisons were located.

    a. _____

    b. _____

    c. _____

12. Who were sent to the military prisons?

    a. Only Geronimo and his small band
    b. Geronimo and the Apache scouts
    c. All the Chiricahuas including those living on the reservation and the Apache scouts

III. COMPREHENSION

E. Drawing conclusions

Drawing a conclusion means making a decision based on the facts that are written in a paragraph or story.

A writer may not tell you everything. But you can make a guess. You can conclude what he or she means or feels by using the facts that are given.

For example:

Hotevilla, the Hopi village, means "skinned back." It got its name from the village spring. The spring is located in a cave with a low overhang.

Southwestern Indian Tribes
Tom Bahti

How would you conclude that Hotevilla got its name? You would look at the facts given. The name means "skinned back." The location is a cave with a low overhang. What can you conclude? People getting water from this spring must have often scraped their backs on the cave's low overhang.

III.E. Drawing conclusions

Now, read these stories and answer the questions that follow about drawing conclusions.

WORDS YOU NEED TO KNOW:

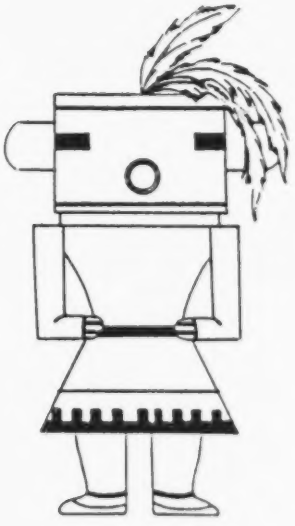
approval [ŭ prŭ′ vŭl] — agreement

matriarch [mā′ trē ark] — woman who rules a family or group

In one corner of the house, the women of the family were busy. They were cooking a feast of beans and corn. The feast was for the coming Snake Dance. They seemed to be chatting among themselves. But they were listening to the men with their eyes.

An elderly woman sat upon a nearby bench. Her white hair was thinned with age. She was nodding her approval, or disapproval, of the talk of the men. She never spoke. Her nods showed how she felt about the talk of the men. Her nods were carefully watched by the men with great concern. She sat there as a grandmother might, or a matriarch.

The Vanishing White Man
Stan Steiner



III.E. Drawing conclusions

1. Why were the men concerned about what the elderly woman thought?

   a. They didn't want her to be a part of the talk.
   b. They had great respect for her.
   c. They didn't want to make her mad.

2. What statement would lead you to believe that the elderly woman held a high position in this household?

   a. "her white hair, thinned with age"
   b. She never spoke.
   c. "She sat there as a grandmother might, or a matriarch."

3. Were the women who were fixing the feast interested in what the men were talking about?

   _____

4. What makes you think so? _____

   _____

III.E. Drawing conclusions

These stories are a little longer. Read each one and answer the questions that follow.

WORDS YOU NEED TO KNOW:

Westerner [wĕs′ ter ner] — refers to the white man

turbines [ter′ bĭn or ter′ bīns] — machines used to make electricity

"The Indian will listen to a bubbling brook and it will be gentle on his ears. He will talk about these beautiful sounds he hears. He will listen to the wind whistling through the trees. He will tell about it in beautiful words. And that is how he thinks about the purpose of these things.

But the Westerner will look at the same bubbling brook and the first things he will think of will be to put that damn water to work. He will want to build a dam there, and put in some power turbines."

Frank Di Luzio, as quoted in
The Vanishing White Man
Stan Steiner

1. What word best tells how this writer feels about western thinking?

   a. Happy
   b. Cheerful
   c. Ugly
   d. Angry

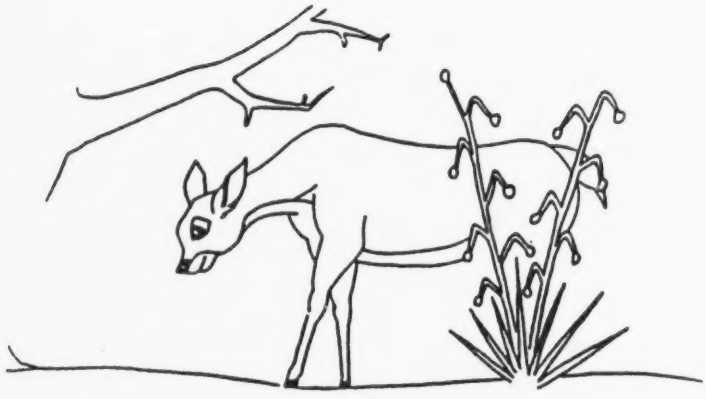
III.E. Drawing conclusions

2. According to this writer, how is the thinking of Indians and Westerners different?

   a. The Indian thinks he is a part of nature while the Westerner thinks he must control nature.
   b. There are no real differences.
   c. Indians and Westerners should never think the same way.

3. Whose thinking does the writer like better?

   a. Indian
   b. Western
   c. neither



III.E. Drawing conclusions

WORDS YOU NEED TO KNOW:

Pima [pē′ mŭ] — tribe living in Central and Southern Arizona

canvas [kăn′ vŭs] — a type of heavy cloth

sign-language [sīn-lăng′ gwĭj] — a way of communicating by hand signals

generous [jĕn′ er ŭs] — shares with others

THE FIRST WHITE MAN

Eaglefeathers saw the first white men come into Pima country.

One day during a hot summer, some strange people came to his camp. Their skins were white. They had strange clothes over their bodies. They wore leather from their knees to their feet. Some were walking. Others rode in long boxes on wheels. These boxes were covered with canvas and drawn by oxen. Little children peeped out from under the canvas tops.

These strange people made camp near Eaglefeathers' village. Some of the villagers stood a short distance away watching them.

Eaglefeathers said, "They are not Mexicans. They must be white people."

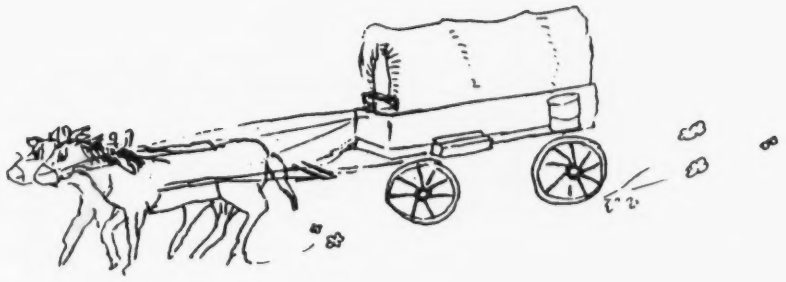
III.E. Drawing conclusions

Eaglefeathers tried to talk in sign-language to these people. But, they could not understand. He and his villagers went back to their homes, leaving the white people to themselves.

The white people had heard of the friendly Pima Indians. They were not afraid. The white people came over to the Indian camp with cloth and beads. The Pimas gave them all they could eat. The beads pleased the Pimas, but to help these strangers pleased them more. That is how Pimas are. They have never been good traders. For centuries, the rich soil and water from the Gila River had always given them all they needed. It was easy for them to be generous.

This was the first meeting of white people with the Pima Indians.

A Pima Remembers
George Webb



III.E. Drawing conclusions

4. Why was it easy for the Pimas to be generous?

   a. They were afraid of the white people.
   b. They wanted more beads.
   c. They had more than enough food for themselves.

5. What were the long boxes on wheels?

   a. Wagons
   b. Trains
   c. Trucks

6. What kind of people were the Pimas?

   a. War-like
   b. Helpful and friendly
   c. Friendly but selfish

7. What did the white man wear from their knees to their feet?

   a. Spurs
   b. Boots
   c. Buckskins

8. What were the beads and cloth used for?

   a. Trading
   b. Decorating villages
   c. Farming

III. COMPREHENSION

F. Identifying cause and effect

When you read, it is helpful to understand that some events are the result of certain actions, or causes. In this sentence,

The heavy rain caused the flood in the river valley.

the flood is the result or effect of the heavy rain. The heavy rain is the cause of the flood. This relationship is often referred to as **cause and effect.** To answer cause and effect questions, first ask yourself, **what happened** (the effect). Then ask, **what caused it to happen,** (the cause).

In this exercise, look for the cause and effect relationship. The **cause** or the **effect** is written for you. Write in the one that's missing.

"Grayeagle did not see the hoe his neighbor had left standing against the pile. When he stepped on the blade, the handle came up and hit him on the nose."

A Pima Remembers
George Webb

1. cause: _____

   _____

   effect: The handle hit him on the nose.

III.F. Identifying cause and effect

The Hopi village of Walpi [wal' pē] moved to its present site on First Mesa in 1680 in order to defend itself against attacks from the Spanish.

Southwestern Indian Tribes
Tom Bahti

2. cause: _____

_____

effect: Walpi moved to its present site in 1680.

For an Apache girl's Puberty Ceremony, a priest and priestess are chosen. They must be selected with care. A lifelong relationship is formed between them and the girl. They become like a father and mother to her.

On The Gleaming Way
John Collier

3. cause: Because their relationship with the girl is lifelong.

effect: _____

_____

III.F. Identifying cause and effect

One day, Big John was going along a trail that went past a big tree. A coyote was sleeping under the tree. Big John took off his hat. He threw it at the coyote with a loud yell.

The coyote jumped up. The chin strap of the hat caught under his chin. Away went the coyote with the hat flapping behind his ears.

Big John laughed so hard he said it was worth losing a hat for.

A Pima Remembers
George Webb

4. cause: _____

_____

effect: Big John lost his hat.

III.F. Identifying cause and effect

These stories are a little longer, but there is one or more cause and effect relationship in each one. Read the stories and answer the questions that follow.

SEVEN PIMA STARS

Seven Pima boys wanted to dance with the men in a ceremony that lasted all night. They knew that children were not supposed to dance that ceremony. They didn't care. They started dancing around the fire just like the men.

The chief saw them. He said to them, "Stop that. Something bad can happen if you dance when you are not allowed to."

The boys didn't listen to him. They went into the desert and built their own fire. They danced around it all night long.

Suddenly, ropes dropped down from the sky and caught the seven boys. Even then, they kept on dancing.

The boys were lifted into the air, dancing as they went. They were lifted so high into the sky they turned into stars. You can see them at night. If you look up, you can count seven stars close together, dancing still.

And It Is Still That Way
Byrd Baylor

III.F. Identifying cause and effect

1. According to the chief, what could cause something bad to happen to the boys?

   a. If they danced around a fire
   b. If they danced when they are not allowed to
   c. If they were out in the desert

2. What happened as a result of the boys dancing when they knew it was wrong?

   a. They were lifted up and became stars.
   b. Nothing happened to them. They just kept dancing.
   c. The chief made them leave the tribe.

III.F. Identifying cause and effect

WORDS YOU NEED TO KNOW:

Walapai [wal′ u pi] — Northwestern Arizona tribe

Colorado River [kol o ra′ do ri′ ver] — river that flows through the Grand Canyon

A great flood came to the Walapai country, and water covered all the land. The people were frightened. They did not know how to save themselves. There was one man, a giant, who was so big and strong he could move about in the water. He took his big flint knife and war club that he used to crack his enemies' skulls. Then, he walked about in the water until he found the deepest part. He stuck his knife into the ground and pushed it back and forth. Then, he pounded it down with his club until the earth split open. The water roared into the crack and rushed off to the great place of many waters. The water still runs through the split-open place. The Walapai call it Hackataia, which means "roaring noise." But white people call it the Colorado River.

People of the Blue Water
Flora Gregs-Iliff

3. What caused the people to be frightened?

_____

4. What was the effect, or the result, of the giant pounding his knife into the earth?

_____

_____

UNIT III POST-TEST: COMPREHENSION

Read this story about how Apache women build a wickiup and then answer the questions that follow.

AN APACHE HOME

A mother and daughter, working together, could build a wickiup in a short time. First, they drew a large circle, about eight feet across, on the ground. Then, they dug a small trench around the circle. In this trench, they set twenty to thirty thin poles, about a foot apart, to form a wall frame. Next, the women bent the tops of the poles over the center of the circle and tied them together. Other poles were tied across these poles to make a strong roof. Bundles of bear grass was tied to this frame. An opening was left in the roof at the top for a smoke hole. Hides were thrown over the wickiup in the winter for more warmth.

The Apache Indians
Sonia Bleeker

1. What was the first thing to be done when building a wickiup?

   a. Dig a trench.
   b. Draw a large circle on the ground.
   c Tie the poles together.

2. How large was the circle for the wickiup?

   a. Very large
   b. About 18 feet across
   c. About 8 feet across

3. What is done after the trench is dug?

   a. Bear grass is tied to the frame.
   b. Thin poles are set in the trench.
   c. A circle is drawn on the ground.

4. What did the women do with the poles in the trench?

   a. Tied them together over the center of the circle.
   b. Left them standing in the trench.
   c. A smoke hole is made in the roof.

5. What is the last thing that is done to make a winter wickiup?

   a. Build a fire.
   b. Hides are thrown over the wickiup.
   c. A smoke hole is made in the roof.

Read this passage and answer the questions that follow.

I grew up on the reservation. My grandmother made me run every morning. I ran without clothes or shoes. Many times I cried as I ran in the snow or on the frozen trail. Grandmother knew it was good for me and I believed her. I stood on a hill watching the sun rise. I felt the warm rays reach to my soul. I thought about the teachings of my parents and grandparents on those mornings. Each time I see the sun rise or feel the chill of the wind, I hear their teachings. They are my strength.

Child of the Hogan
Ray Baldwin Louis

6. What would be a good title for this passage?

   a. Running in the Snow
   b. Growing Up On The Reservation
   c. The Sun Rises Every Morning

7. What makes the writer strong?

   a. The teachings of his parents and grandparents
   b. The rising sun
   c. The cold snow

8. What made the writer cry when he ran?

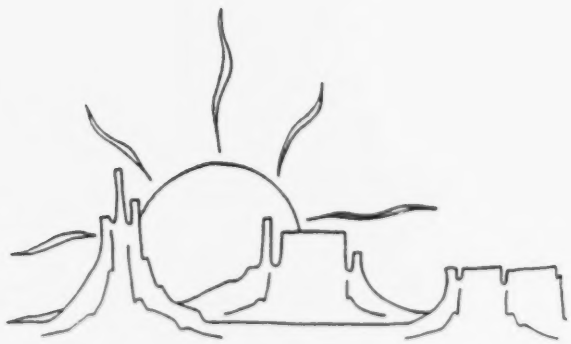
   a. He was sleepy
   b. He hated running
   c. The cold

9. Why did he do as his grandmother told him?

   a. He would be punished if he didn't.
   b. He liked to run.
   c. He believed that she knew what was good for him.

10. Why was it important for him to run every morning?

    a. Because he was told to.
    b. To help him remember the teachings of his people.
    c. To see the sun rise.



Unit IV

IV. STUDY SKILLS

A. *Use of dictionary: entries, guide words*

When you are reading, you may come across new words you don't know. When this happens, you can get help from a dictionary. A dictionary will tell you these things about a word:

1. What it means. The word may have more than one meaning. For example, the word **bank** has two meanings. One is "a place where money is kept," and the other is "a place beside a river or stream."

2. How to say the word. The dictionary uses a special system to show you how to say a word. Special marks above the letter(s) tell you the sound to say. The mark (¯) above a vowel makes a long sound, like in the word **tribe** (trib). The mark (˘) above a vowel makes a short sound, like in the word **pig** (pig). Dictionaries and textbooks may have different marks to show you how to say words. If you look in the front of a dictionary, you will find a Pronunciation Key. That will explain which system of marks is used.

3. How to spell the word. A dictionary will help you with spelling problems. If you want to know if the word **cactus** is spelled **cactus** (right) or ***cactis** (wrong), the dictionary will help you by giving you the correct spelling.

4. Different forms of one word. The dictionary will also tell you about the different endings that a word can have. For example, look at the entry **hunt.** The entry tells you that endings can be added to **hunt** to make the words **hunter, hunted,** or **hunting.** All of these forms are in the dictionary in the entry for the word **hunt.**

IV.A. Use of dictionary: entries; guide words

Many words have more than one meaning. In the dictionary, the different meanings are listed separately and are numbered in order. This way you can tell where each meaning begins. When you use a word, be sure that the meanings you choose makes sense in the sentence.

In the dictionary entries below, you will find words that have more than one meaning. Use the definitions in these entries for the following exercises.

DICTIONARY ENTRIES

bark [bark] **n. 1.** The short, sharp sound a dog makes, barks, barked, barking. **2.** The outer covering of the trunk, branches, and roots of a tree.

bow [bō] **n. 1.** A weapon for shooting arrows. **2.** A knot with two or more loops. (Carol tied a pretty **bow** on the package.) **3.** A long piece of wood with horsehair stretched from one end to the other. This bow is used to play a musical instrument like a fiddle., pl. bows.

squash [skwŏsh] **v. 1.** To squeeze or press into a soft or flat shape: to crush or mash. squashed, squashing. **2.** A game played a little like tennis, except you play it inside a small, indoor court. **n. 3.** A kind of vegetable that can be green or orange in color., pl. squashes.

track [trăk] **n. 1.** A mark or marks left by a person, animal, or object as it moves over a surface. **2.** A path, race course, or other trail. **3.** A set of rails on which a train moves. pl. tracks. **v. 4.** To follow the marks or path left by a person, animal, or object, tracked, tracking.

IV.A. Use of dictionary: entries; guide words

Choose the right dictionary meaning for the underlined words in each sentence. Put the number of that meaning in the blank space before the sentence.

_____ 1. The dog would bark when a stranger came to our house.

_____ 2. The Havasupai used to dry pumpkin and squash to eat in the winter.

_____ 3. We saw one rabbit track in the soft mud by the stream.

_____ 4. The hunter fitted an arrow into his bow.

Using the same dictionary entries, answer these questions.

5. Which word does track sound like: brake or crack?

_____

6. What ending can you add to bow?

_____

7. What endings can you add to bark?

_____

8. Does the word bow sound like cow or blow?

_____

IV.A. Use of dictionary: entries; guide words

Now that you know what a dictionary can do, you need to know how to look up words. Words in the dictionary are listed in alphabetical order. That is the same order as the letters in the alphabet.

You may need practice with alphabetizing. If so, turn to the lesson on alphabetizing in Unit I of this book.

At the top of each dictionary page are two words. These are called **guide words.** They will help guide you to the right page when you're looking for a word. The first guide word is the first word listed on that page. The second guide word is the last word listed on that page. All the words that come after the first guide word, but before the second guide word will be found on that page.

> Look at the copy of the dictionary page. The guide words at the top of the page are **sad/saint.** This means that **sad** is the first word written on this page. **Saint** is the last word written on this page. Any words that come after **sad** alphabetically, but before **saint,** would be found on this page.

altar as a *sacrifice* to a god. 2. The giving up of something that is wanted for the sake of something else. The parents made many *sacrifices* in order to save enough money to give their children a college education. *Noun.*

— **1.** To offer as a sacrifice to a god. Ancient peoples *sacrificed* animals to their gods. **2.** To give up for the sake of something else. Diane *sacrificed* a chance to go skiing to take care of her little brother. *Verb.*

sac•ri•fice (sak'rə fīs') *noun, plural* **sacrifices;** *verb,* **sacrificed, sacrificing.**

sad 1. Unhappy or sorrowful. I was *sad* when my friend moved to another city. **2.** Causing unhappiness or sorrow. The wet and hungry dog was a *sad* sight. It was a *sad* day when our team lost the championship game.

sad (sad) *adjective,* **sadder, saddest.**

saddle A seat for a rider on the back of a horse, donkey, or similar animal. A saddle for a horse is usually made out of leather. *Noun.*

— To put a saddle on. The cowboy *saddled* his horse and went for ride. *Verb.*

saddle (sad'əl) *noun, plural* **saddles;** *verb,* **saddled, saddling.**

safari A long hunting trip. Years ago many hunters went on *safaris* in Africa.

sa•fa•ri (sə far'ē) *noun, plural* **safaris.**

safe 1. Free from harm or danger. It is not *safe* to skate on thin ice. The spy found a *safe* place to hide the secret paper. **2.** Without a chance of failure or error. It is a *safe* guess that it will rain today. **3.** Careful. My mother is a very *safe* driver. **4.** Having reached a base in baseball without being put out. *Adjective.*

— A strong metal box or other container. It is used to keep money, jewelry, or other things of value safe. *Noun.*

safe (sāf) *adjective,* safer, safest; *noun, plural* **safes.**

Saddle

safeguard Something that protects. We put a screen in front of the fireplace as a *safeguard* against escaping sparks. *Noun.*

— To protect or guard. The dam *safeguarded* the town against a flood. *Verb.*

safe•guard (sāf'gard) *noun, plural* **safeguards;** *verb,* **safeguarded, safeguarding.**

safety Freedom from harm or danger. The police work for the *safety* of all the people who live in this city. *Noun.*

— Giving safety. The government requires car makers to put seat belts in new cars as a *safety* measure. *Adjective.*

Safe•ty (sāf'tē) *noun; adjective.*

safety pin A pin that is bent so as to form a spring. It has a guard at one end to cover the point.

sag To sink or hang down. The old bed *sagged* in the middle because the springs were too loose.

sag (sag) *verb,* **sagged, sagging.**

sagebrush A plant that has silvery white leaves and small yellow or white flowers. Sagebrush grows on the dry plains of western North America.

sage•brush (sāj'brush') *noun.*

said Lucy **said** "hello" to the mailman. Look up **say** for more information.

said (sed) *verb.*

sail 1. A piece of material that is attached to a boat or ship. It is used to catch the wind and move the boat forward in the water. **2.** Something that is like a sail in shape or use. The flat part of the arm of a windmill is called a *sail.* **3.** A trip or ride in a boat. It is a beautiful day for a *sail. Noun.*

— **1.** To move through or travel over the water. The boat *sailed* out of the harbor. **2.** To begin a trip by water. The ship will *sail* for Hawaii in two weeks. **3.** To steer or run a boat. I am going to learn how to *sail.* **4.** To move smoothly and without difficulty. The acrobat *sailed* through the air. *Verb.* Another word that sounds like this is sale.

sail (sāl) *noun, plural* **sails;** *verb,* **sailed, sailing.**

sailboat A boat that is moved by the wind blowing against its sail or sails.

sail•boat (sāl'bōt') *noun, plural* **sailboats.**

sailor A person whose work is sailing a boat. A sailor may work for a steamship company or be in the navy.

sail•or (sā' lər) *noun, plural* **sailboats.**

saint 1. A very holy person. The Roman Catholic Church publicly declares such holy people to be saints after their death. **2.** A person who is very kind and patient. The sick man thought his nurse was a *saint.*

saint (sānt) *noun, plural* **saints.**

IV.A. Use of dictionary: entries; guide words

Put an X on the line next to the words that can be found on this dictionary page.

1. _____ sack
2. _____ sail
3. _____ sale
4. _____ saint
5. _____ saddle
6. _____ sacred
7. _____ safe
8. _____ same
9. _____ safeguard
10. _____ sag
11. _____ salad
12. _____ salt
13. _____ said
14. _____ safari
15. _____ sample
16. _____ safety

IV.A. Use of dictionary: entries, guide words

Look at the pairs of guide words below. Circle the four words from the list that can be found on the page with these guide words. The first one has been done for you.

GUIDE WORDS: arrest/article

1. arrowhead
2. ash
3. artist
4. arrive
5. art
6. arm
7. Arizona
8. arrow

GUIDE WORDS: mayor/measure

1. meadow
2. maybe
3. mattress
4. measles
5. maize
6. maze
7. meal
8. meat

GUIDE WORDS: barely/barren

1. barn
2. barter
3. bareback
4. barbed wire
5. bark
6. barrel
7. barley
8. basin

IV. STUDY SKILLS

B. Reference skills

When you are learning good study skills, there are some **reference** tools that will help you. The word **reference** means "a source of information." Three good sources of information are found in many books. They are the **table of contents,** the **index,** and the **glossary.**

A **table of contents** is a list of the units, lessons or chapters in a book. This list is in the same order that the chapters come in the book. It tells the page on which each chapter begins. A table of contents gives you an idea of what a book will be about. You can find the table of contents in the front of a book.

Look at the following table of contents page. It is from a book called **First Penthouse Dwellers** by Ruth M. Underhill. Study the contents page. Then, answer the questions that follow it.

TABLE OF CONTENTS

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Chapter 2:	The Peaceful Hopi	25
Chapter 3:	Zuni the Center	57
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Chapter 5:	The Catholic Tewa	109
Chapter 6:	Taos by the Buffalo Country	131

V.B. Reference skills

1. Which chapter has the title "The Peaceful Hopi?"

   _____

2. On what page does "Zuni the Center" begin?

   _____

3. How many chapters are there in this book?

   _____

4. What is the title of Chapter 6?

   _____

5. What chapter begins on page 109?

   _____

6. What is the title of the chapter that begins on page 85?

   _____

7. Does this book have any photographs in it?

   _____

8. On what page does Chapter 2 begin?

   _____

IV.B. Reference skills

An **index** is an alphabetical list of the contents of a book. You can find an index in the back of the book. The index will tell you the pages where a certain item of information can be found.

Look at the Index Page. It is part of the index in a book called **Prehistoric Indians of the Southwest.** Answer the questions below by looking at the index.

1. On what pages can you find out about cooking?

   _____

2. Is the word culture defined in this book? _____

   On what page? _____

3. On what pages would you look to find how the prehistoric Indians used hair?

   _____

4. On how many pages does this book contain information about corn?

   _____

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IV.B. Reference skills

A **glossary** is a list of special words used in the book. Looking at the glossary will give you an idea of how much you know about the subject already. If you know all the words in the glossary, you probably won't have trouble reading the book. If many of the words are new to you, you might have to study a lot to learn the subject.

Study the glossary page. Then answer the following questions.

Give the definition of:

1. effect _____

   _____

   _____

2. fact _____

   _____

   _____

Here are some definitions from the Glossary page. Find the word on the glossary page that goes with each definition given. Write it on the line.

3. to tell: to make known; to show; to communicate

   _____

4. reason: something that makes something else happen; that which produces an effect or result; to make happen

   _____

GLOSSARY

abbreviation	a shortened form of a word used to "stand for" the complete form of that word Example: CA is an abbreviation for California
antonym	a word having a meaning opposite to the meaning of another word Example: day and night are antonyms of each other
cause	reason; something that makes something else happen; that which produces an effect or result; to make happen
colon	a colon looks like this [:] it is a punctuation mark used before a series and after the greeting of a formal letter; to indicate the time, we also use a colon — 10:15 a.m.
comprehension	the act of understanding or ability to understand
conclusion	a judgment or decision; the end of something; the result of an act or process (to conclude is to reach a decision or to end something)
context clues	clues to help you specify the meaning of a certain word or phrase within a sentence, gained from the other words or phrases in the sentence
details	particulars; in paragraph writing, those specific examples or illustrations which describe or clearly point out and explain the main idea
distinguish	to tell apart; to pick out; to set apart as different, distinct or noticeable
effect	result; something brought about by a cause
express	to tell; to make known; to show; to communicate
fact	something known with certainty; something that can be/has been proven to be true

UNIT IV POST-TEST: STUDY SKILLS

Use this Table of Contents from the book *Indian Games and Crafts* to answer the following questions.

CONTENTS

Chapter	Page
1. Guessing Game	9
2. Bowl Game	15
3. Zuni Kick Stick	20
4. Corncob Darts	26
5. Eskimo Buzz Board	35
6. Toss Ball	40
7. Snow Snake	46
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9. Double Ball and Stick	66
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11. Indian Rattles	86
12. Owner Stick	97
13. The Pump Drill	106
14. Hopi Kachinas	111

1. On what page does the chapter titled "Owner Sticks" begin?

_____

2. What is the name of the chapter that begins on page 77?

_____

3. How many chapters are listed in this Table of Contents?

_____

Write the four words from this list which can be found on a dictionary page with these guide words:

goat/good

gold
gone
goal
golf
going
gorge

4. _____

5. _____

6. _____

7. _____

Use this index page from *The Apache Indians* to answer the following questions.

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On what pages would you find information about building a wickiup?

8. _____

If you want to know the names of the seasons what pages would you read?

9. _____

What kinds of weapons can you read about in this book?

10. _____

11. _____

12. _____

13. _____

GLOSSARY

GLOSSARY

alphabetical	arranged in the order of the letters of the alphabet
antonym	a word that means the opposite of another word Example: hot is an antonym of cold
cause	reason; something that makes something else happen
compound word	a word made up of two words Example: cornmeal, footprint, sandstorm
consonants	all the letters of the alphabet except a, e, i, o, u
context clues	surrounding words or sentences that help you figure out the meaning of a certain word or phrase within a sentence
contraction	two words that are shortened into one; an apostrophe stands for the missing letters Example: do not = don't
effect	result; something brought about by a cause
glossary	a list of special words used in a book together with their definitions
guide words	the two words at the top of a dictionary page
index	an alphabetical list of the contents of a book; it is found in the back of the book
main idea	the most important idea, or topic, in a paragraph
prefix	a word part that is added to the front of a root word; this word part helps change the meaning of the root word Example: like — dislike

root word	the main part of a word to which prefixes (before) or suffixes (after) may be added
sequence	the order in which events happen
suffix	a word part that is added to the end of a root word; this word part helps change the meaning of the root word Example: help — helpless
supporting detail	facts or details that tell more about the main idea in a paragraph
synonym	a word that has the same meaning as another word Example: scared and afraid are synonyms
table of contents	a list of the units, lessons, or chapters in a book
vowels	the letters a, e, i, o, u